Historic, archived document

Do not assume content reflects current scientific knowledge, policies, or practices.

1.9 Ex892Esc
no. 284

Cooperative Extension Work in Agriculture and Home Economics

Extension Service Circular 284 June 1938

[illegible]
[illegible] STATIONS
1938
EXPERIMENT STATION FILE

CONTRIBUTIONS OF 4-H CLUB WORK TO GOOD FAMILY LIVING WITH SUGGESTIONS FOR INCREASING THESE CONTRIBUTIONS

By

Ruth Durrenberger

National 4-H Club Fellowship Student*

Extension Studies and Teaching Section

Division of Cooperative Extension

DISTRIBUTION: A copy of this circular has been sent to each State extension director; State and assistant State leader in home demonstration and in 4-H club work; child-training and parent-education specialist; agricultural-college library, and experiment-station library.

---

* Two national 4-H club fellowships, providing for 9 months' study in the United States Department of Agriculture, are awarded each year by The Payne Fund, New York City.

582-38

FOREWORD

From the beginning of the 4-H club movement, the attention of 4-H club members has been focused upon the development of good family living in relation to sharing responsibilities and becoming real partners with their fathers and mothers. As Miss Durrenberger points out in this excellent contribution to the 4-H homemaking club program, such activities have an important influence upon the growth of the individual and upon the economic soundness of the home. Moreover, working for the home is an important integrating factor which makes for family solidarity - increasingly recognized as essential to a stable, progressive national life.

However, in spite of the commendable work that has already been done, it is now felt that more time should be spent by 4-H club members, especially the older group, in studying more intensively the factors that make for good family living and as a result of such a study, in participating in more activities that will help them to be worthy members of their own family groups. It is the belief that this carefully prepared circular will constitute an important guide along these lines.

Gertrude L. Warren

Gertrude L. Warren,
Organization, 4-H Club Work.

CONTENTS

Page

Acknowledgments 3

Introduction 4

  Background of American family life 4

  Purpose of this study 6

  Source of data 6

  Family living defined 7

Good family living 7

  Security 7

  Relationships 8

  Responsibilities of family members to contribute to family life 9

  Personal traits of family members that should be developed to contribute to family living 9

  Influence of good family life 13

How 4-H club work contributes to family living 15

  As reflected in recognized aims and objectives 15

  Contributions as reflected by actual activities and accomplishments 25

How can present activities be redirected to make a greater contribution 44

  Personal development 44

  Family development 48

Summary 54

Bibliography 56

Appendix 59

ACKNOWLEDGMENTS

This thesis, growing out of 9 months of study in the United States Department of Agriculture as a National 4-H Club Fellow, was made possible by the cooperation and assistance of the Division of Cooperative Extension, United States Department of Agriculture, Washington, D. C., and the Payne Fund of New York City.

The Section of Extension Studies and Teaching gave access to reports of extension activities and accomplishments and annual plans of work and furnished office space, supplies, secretarial help, and library facilities. The Payne Fund furnished financial support making possible the 9 months' residence in Washington, D. C.

Grateful acknowledgments are made to Mr. M. C. Wilson, Miss Gertrude Warren, Mrs. Ola Powell Malcolm, Miss Gladys Gallup, Mrs. Lydia Ann Lynde, and Miss Cora Feldkamp of the United States Department of Agriculture; Miss Mary E. Keown, State home demonstration agent of the Florida Extension Service, and Mr. S. Howard Evans for helpful suggestions and criticisms made while planning, arranging, and writing this thesis.

INTRODUCTION

Background of American Family Life

American family life had its early roots in European culture patterns which were introduced and adapted to meet the conditions found in the new country.[1] The type of family organization and the household industry found in Colonial America followed very closely the patriarchal pattern which had been prevalent since ancient times in Europe. This pattern of family life was the basis of social organization among the Hebrews and was reflected in the Old Testament of the Bible, which played so prominent a part in the life of the early settlers of New England. The Ancient Greeks and the Ancient Romans both had patriarchal families; the ideas of the former have become the central feature of the education of teachers, clergymen, and literary men, and from the latter we gain the basis of the Anglo-Saxon legal institutions. The Germanic tribes from which the Anglo-Saxons were descended were also patriarchal in their family organization, so that the traditional ideas handed down from biological ancestors supported the conceptions of family organization with which the religion, law, and intellectual culture of the early settlers were saturated.

Colonial period.- Life in early Colonial America was largely rural, and the homes were small industrial centers in which every type of activity was carried on to make the home self-sustaining. The following quotation from Chapter X of The Family as a Social and Educational Institution, by Goodsell, presents an interesting picture of home activities in early Colonial days.[2] "...as soon as you have built the house with the help of our neighbors, I will furnish it. I will take the raw wool you supply me with and spin, weave, and fashion it into warm blankets and homespun clothing for us both, and I will knit all your worsted stockings. Then, too, I will sow hempseed and flaxseed and make the fibers of the plants into linen sheets, napkins, and clothes for our beds and table. I will take charge of all the work of lighting our home and will prepare the food that you bring to me from the farm and garden."

Every family member had a share in the home and was a part of its life; however, the family was an autocracy, held by the will of the father to his ideals.[3] Because many of these men were fine, these early American homes led to the development of strong characters and ideals in the family members.

1/ Hart, Hornell, and Hart, Ella B. Personality and the family. Chapt. VIII. New York: D. C. Heath and Company. 1935.

2/ Goodsell, Willystine. A history of the family as a social and educational institution. Chapt. X. New York: The Macmillan Company. 1915.

3/ Justin, Margaret M., and Rust, Lucile O. Problems in home living. Chicago: J. B. Lippincott Company. 1929.

Education was for the most part of the informal type which took place in the home and on the farm. Servants and girls were instructed in household arts by the mother of the family, and boys acquired the skills of handicraft and farm work through the rough instructions of their fathers and other practical experts who surrounded them in self-sustaining communities.

Because of the strenuous life of the early settlers recreation played a smaller part than it does today. Working hours were long, leaving little time for leisure activities which centered around the home, the barn, and the schoolhouse.

Self-sustaining homes were established by the pioneers as they moved westward. The homes were simpler than many of the Colonial homes in the East, but the same type of activities was conducted.4/ Family life on the western frontier was less stern and freer of ancient traditions. The people were sturdy and bravely met hardships as they arose.

Industrial Revolution brings about change.-Industry was almost wholly organized around the family until after the middle of the eighteenth century, at which time the Industrial Revolution brought about decided changes in home production and in family life itself.5/ Power machinery and great factories assumed responsibility for many of the enterprises that had formerly been conducted by the local family unit. The invention of farm machinery and improved agricultural methods rapidly increased production, releasing many people from the farms and drawing them to the cities to take their places in industry.

The transfer of crafts from home to factory decreased the amount of education which a child could pick up by watching his elders and taking his share in home production.6/ Many children assumed tasks in the far less wholesome and less educational factories.

The growing economic independence of women and children led to diminished authority of the father.

The Industrial Revolution and, in the South, a second factor, the Civil War, changed diversified production which largely met family needs to specialized production under which system the family is dependent upon its money income to purchase from outside sources the majority of the products necessary for home consumption.

4/ Groves, Ernest R. Social problems of the family. Chicago: J. B. Lippincott Company. 1927.

5/ Goodsell, Willystine. A history of the family as a social and educational institution. New York: The Macmillan Company. 1915.

6/ Hart, Hornell, and Hart, Ella B. Personality and the family. New York: D. C. Heath and Company. 1935.

The social life of the family has also been affected by industrial changes and by the many types of commercial amusement available such as the motion-picture theater. Transportation, labor-saving devices, and increased leisure have made it possible to seek amusement outside the home.

Return to diversified home production.- The depression of the last decade has emphasized the need for a partial return to diversified home production. The cooperative Extension Service of the United States Department of Agriculture and the State agricultural colleges have stressed the advantages of a "Live at Home Program," which provides for the production of a greater portion of the rural family's food and animal feed supply, and releases part of the income for other uses.

Noticeable changes have taken place in the thinking of rural people.[7] The goal of family life was for generations the achieving of income, and on the farm this meant a continuous program of labor and relative self-denial for each member of the family. The struggle for more land and more goods took a heavy toll of human energy, and frequently resulted in warped and unbalanced development. Today new interests in better standards of living are developing, and the family is recognized as an institution for individual development and the creation of happiness patterns. A first interest of today is, "What is successful family life and how can we achieve it?"

Purpose of this Study

The purpose of this study is to show how 4-H club members contribute to good family living, and to suggest possible changes in this junior extension program through which 4-H club members may be enabled to make a still greater contribution.

Source of Data

Data for this study were obtained from the following sources: Review of published books and journal articles on family life and family relationships; Proceedings of the Land-Grant College Association; Report of the Land-Grant College and the United States Department of Agriculture Committee on 4-H Club Work; literature on early extension work; graduate theses, annual narrative reports, and annual statistical reports of State extension workers filed in the Division of Cooperative Extension; State specialists' and State club leaders' annual plans of work; State subject-matter phase outlines for 4-H club members; mimeographed extension circulars; and a study on the educational values of 4-H club work conducted by a staff member in the Section of Extension Studies and Teaching in the Federal Cooperative Extension Service.

---

[7] Lynde, Lydia Ann, Specialist in Child Training, Michigan. Child care and training plan of work. 1936-1937.

the furnishings, the equipment, the books, the tools, and the grounds make up the environment which furnishes the physical basis for home life activities, and which conditions these activities. Clothing likewise is essential to physical security. The supply should be adequate for protection and to meet social requirements.

The normal mental status of the family is conditioned by the above factors and is essential for good family life. An abnormal mental status on the part of any one member or of the group is a disturbing factor and detracts from the group's happiness and efficiency. A consciousness of ability and an understanding of the use of things in modern life is highly desirable.

Both a sound body and a sound mind are essential for good health which in turn makes other conditions for harmonious family life more readily attainable. Good health is an extremely valuable family asset, giving the will and strength and energy to achieve, grow, and develop, and promoting freedom from easy fatigue and lack of ambition. "Economic soundness is less difficult to insure if adults and children are not readily susceptible to disorder and disease of mind or body."[9]

Relationships

The maintenance of satisfactory and happy relationships among the members of the family with relatives and friends, with the community, and with the social and business associates of all members of the group is a factor of greatest importance which requires the understanding of every family member of the significance of individual differences, the part each plays in the home, and the things that make for happy family life. Attitudes must be developed and skills and techniques acquired which will allow each member to make a personal contribution and which will promote growth and wholesome development.

Tensions existing in family life can be relieved and to a great extent prevented by the provision of social and recreational facilities. The family group as a whole should plan for participation in social and recreational activities in the home and with community groups. Work and planning relationships are also essential to the group's happiness. Family councils in which every member takes an active part are helpful in making plans that will be best for the entire group, and result in closer association, consideration of other's wishes, and a closer bond between the members. Pleasant family relationships establish solidarity in family life.

---

[9] Lindquist, Ruth. The family in the present social order. P. 54. University of North Carolina Press. 1931.

Responsibilities of Family Members to Contribute to Family Life

Family life is a cooperative enterprise, with each individual member sharing the responsibility for its success. No one member can make the home successful, yet one uncooperative member may ruin the joy of the entire family. Family members should share their responsibility for family life, and if one person fails to do his part the entire cooperative enterprise will suffer and peace and harmony are apt to be destroyed.

Every member has a part in making the home successful. If all the many responsibilities and problems that arise in meeting economic, ethical, cultural, and social conditions are placed upon one individual, the picture becomes unbalanced and the family becomes a burden upon that individual. When these same responsibilities and problems are discussed and cheerfully shared, they make for a clearer understanding of existing conditions and give the individuals a splendid opportunity for personal growth and development. Ruth Lindquist shows the importance of the division of home responsibilities by her statement, "The degree to which the children and the father share regularly in the daily and seasonal activities ... affects the plane of living and the economic soundness of the home."10/

Working for the home increases love and the feeling of responsibility. An individual appreciates most those things for which he must work. The more work or material contributions put into the home, the greater the love for it. As the old saying goes, "Where your treasure is, there will your heart be also."11/ Delegated responsibility in the home, in proportion to one's ability, encourages participation and makes for development. Satisfaction from skills learned and work accomplished increases harmony and contributes to personal growth. Working for the home is an important integrating factor which makes for family solidarity.

Personal Traits of Family Members That Should Be Developed to Contribute to Family Living

Certain personal traits of family members are necessary if the family is to be a happy one. These same traits which contribute to good family life are also essential to good citizenship, and the benefits derived from their possession will influence the community and nation as well as the home.

10/ Lindquist, Ruth. The family in the present social order. P. 63. 1931.

11/ Lindquist, Ruth. The family in the present social order. P. 165. 1931.

In order to determine the most important traits of homemakers, Dr. W. W. Charters collected the judgment of eight hundred people.[12] Although this study was made of woman homemakers, his conclusions as to these necessary qualities will apply equally well to all members of the family group. Dr. Charters had listed 48 traits from which 15 were ranked as the most essential. These, together with their definitions, are listed below in the order of their importance:

Care of health

a. She plans her family's diet to meet individual physical needs.
b. She regards sanitation as essential to her family's well-being.
c. She plans for herself and family the exercise, relaxation, and sleep that are necessary to keep them in good health.
d. She insists on medical attention for any sickness that cannot be readily cared for in the home.

Honesty

a. She shows no deceit in the handling of the family finances.
b. She presents information truthfully to her children and considers their faults without prejudice.
c. She pays her debts and corrects mistakes in money, weights, and measures.
d. She lives within her family income.
e. She does not exaggerate in conversation.

Love

a. She has an ideal of love and expresses this love for her husband, children, and home.

Companionability

a. She enjoys being in her husband's presence and makes herself attractive to him, physically, socially, and mentally.
b. She shares his confidences, his hopes, his pleasures, and his interests.
c. She plays with the children. She is a patient listener in their joys and sorrows, and a wise counselor when it is advisable.

12/ Charters, W. W. The traits of homemakers. Journ. Home Econ. 18:673-685. December 1926.

Cleanliness

a. She is clean in person and dress, and requires cleanliness of her children.
b. She prepares food with due regard for its cleanliness.
c. She keeps the house free from dirt, from pests, and from disease carriers.

Loyalty

a. She allows nothing to prejudice her children, relatives, or friends against her husband.
b. She refrains from any selfish actions which are disloyal to him.
c. She is faithful to her children, and especially loyal to them when they are confronted by real problems and difficulties and need moral and spiritual support.

Self-control

a. She makes a conscious effort to subdue any tendency to nervousness in times of hurry and emergencies.
b. She is calm and deliberate in sickness.
c. She is good-natured about mistakes and provoking circumstances.
d. She does not scold others to relieve her own irritation.

Sympathy

a. She responds warm-heartedly to her husband's enthusiasm, his hopes, and his plans.
b. She encourages him in business.
c. She shows a kindred feeling of joy when her children are happy and playful.
d. She shows tenderness in sickness and sorrow to all who surround her.

Good judgment

a. She discriminates between essentials and non-essentials.
b. She plans for her children's education, and selects their schools and instructors for special training with discrimination.
c. She estimates her time and ability so accurately that she does not undertake more than she can efficiently manage.
d. She wisely overlooks some of the faults of her family and makes a conscientious effort to control others.

Desire for children

a. She is willing to bear children if she can give them a physical chance in life.
b. She forbears selfish desires in her desire for children.
c. She gives up the possibility of children if heredity gives the child an unfavorable chance.

Cooperativeness

a. She works with her husband in promoting the business interests of her family.
b. She plans for the children's training and welfare with him.
c. She shares her children's problems and assists them in solving them, at the same time making them feel their responsibility.
d. She considers the hours of business associates. She pays bills promptly and, when shopping, carries small packages if possible.
e. She cooperates with her neighbors and friends for community welfare, such as school enterprises and religious activities.

Refinement

a. Her conversation is free from crude and vulgar expressions.
b. She does not make herself conspicuous by a loud, rasping voice or harsh laughter.
c. She shows delicacy in personal relationships.

Ability to train

a. She develops responsibility on the part of her children in bearing their share of the family load.
b. She instills in them moral truths and social laws that will be effective throughout their lives.
c. She shows them the value of time and money.
d. She trains her helpers in economy of time, money, energy, and materials.

Religiousness

a. She develops a personality that makes love a dominant force in her life.
b. She guides her children in moral and spiritual truths.
c. She supports the work of organizations for the spiritual growth of man.

Patience

- a. She carries out her daily routine without becoming irritable because of interruptions and unsatisfactory results.
- b. She repeats directions to servants and children until the meaning is clear.
- c. She shifts her attention from one necessary task to another without losing her temper.

As one of the results of his study, Dr. Charters presents a homemaker's profile chart. The strength of a trait is indicated on the chart by its position from right to left, C representing average, B and A above average, and D and E below the average. The dotted line on the right represents the traits of a woman judged to be a successful homemaker and the solid line on the left those of the unsuccessful one. It is interesting to notice that the spread between the amount of the qualities possessed by each is pronounced in the upper and more important traits, while in the lower and less important qualities it is not so noticeable (fig. 1).

Responsibility.- Responsibility is not included in Dr. Charters' list of personal traits. However, it is a broad term and is adequately covered by overlapping definitions.

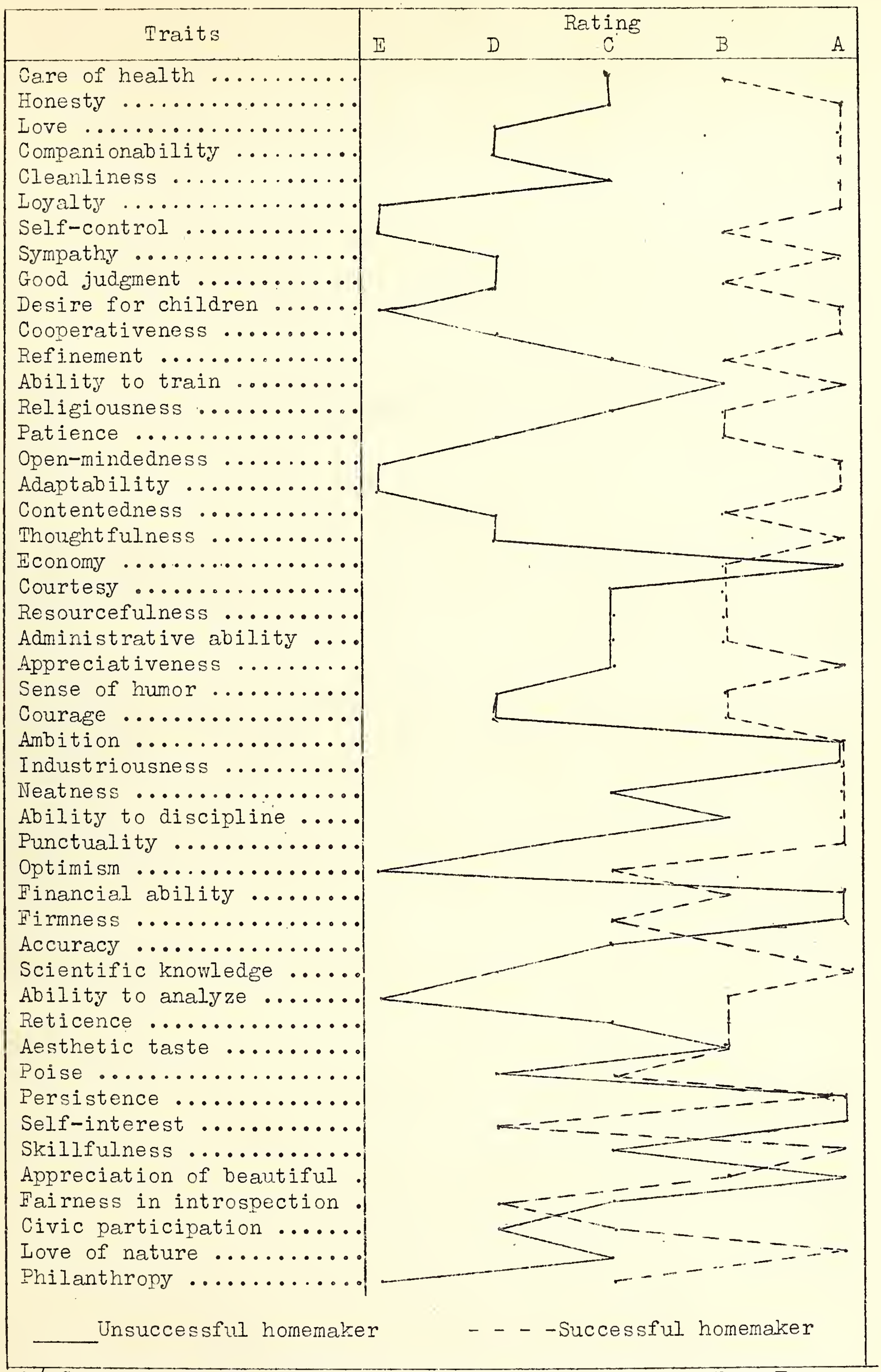
Influence of Good Family Life

The place of the family is deeply imbedded in the human race. It came into being to provide offspring with the protection necessary for physical survival. The purpose has widened so that the family now has become not only a means of protection but also an important means of transmitting the culture of the race. These contributions to society are important. However, the influence of the family on its individual members is of greater significance.

Family life modifies human behavior. When several people live together as a family, a constant "give and take" occurs through which family life becomes modified and the character of the individual is affected. The needs, desires, ambitions, and plans of the members of the family group interplay to such an extent that no one member is just what he would be without this influence. The interplay between family members increases with the size of the family and may or may not bring about a greater modification of human behavior.

Good family life refines and develops ideals. For example, a young child is self-centered and is primarily interested in his own desires and pleasures. He seizes food if he is hungry, snatches a toy from another child if he wants it, and commands the interest of those about him. Through the influence of good family life the child soon learns to take others into consideration, to respect their rights and property, and to become less selfish and more cooperative. Good family life, through its intimacies, its kindly spirit, and its loving consideration develops in its members the finest and best qualities.

Figure 1.--The Traits of Homemakers[1]
(In order of importance)



---

[1] Charters, W. W. The traits of homemakers. Journ. Home Econ., v. 18, p. 685. December 1926.

Family life not only plays an important role in the development of character, personality, and ideals, but also supplies the many little intangible satisfactions that give meaning to life. It should provide for the desires of each individual, insofar as these desires are consistent with the promotion of physical and social fitness, to such a degree that happiness and contentment result for the several members of the group.

The home which is considered the foundation of the community may be defined as family life within the house. Therefore, good family living is fundamental to a progressive community and national life. Good homes and contented families have a stabilizing influence on both the community and the nation.

HOW 4-H CLUB WORK CONTRIBUTES TO FAMILY LIVING

As Reflected in Recognized Aims and Objectives

That 4-H club work contributes to family living is shown by Dr. Seaman A. Knapp's early conception of club work, by statements of Mr. O. H. Benson, and by recognized aims and objectives of 4-H club work as we know them today.

Early philosophy.- The following quotations taken from Dr. Knapp's speeches reflect his early philosophy of the contributions that girls and boys might make to the home and to family life. Dr. Knapp believed that varied and sound instructions should be given, of which practical application might be made in the home and on the farm.

"The lessons in domestic science should be such as are directly applicable to the farm; the better home should be the farm home; the better cooking should be the simple homely but nourishing dishes of the farm....

"Equal facilities should be afforded girls in the lines that will fit them to take charge of a household."13/

"If much can be done for boys to interest them in their life work, more can be done for girls. Teach them to mend and sew and cook; how to doctor; how to dress a wound or make a ligature; how to adorn the simple home and make it appear like a palace; how by simple arrangement the environment of the home can be transformed into a place of beauty.... If we could have some lessons on how to live royally on a little; how to nourish the body without poisoning the stomach; and how

---

13/ Martin, O. B. The demonstration work. (Taken from a speech delivered by Dr. Seaman A. Knapp before the Southern Education Association at Chattanooga, Tennessee, December 1910). Boston: The Stratford Company. 1921 to balance a ration for economic and healthful results, there would be a hopeful gain in lessening the number of bankrupts by the kitchen route."[14]

Dr. Knapp said that club members "could make a garden and raise the fruit and poultry to support the family.... It might brown their skins and soil their hands, but it would help them to do something and to know something. It would aid the family pocketbook and help the family character."[14]

The following paragraph briefly summarizes the subject matter which Dr. Knapp believed girls should master and "learn through doing."

"No young woman is quite educated who is not a postgraduate in household economy, especially in preparing the food needful for the farmer, in making and repairing the clothing, in the orderly arrangement of the household, in the laws of health and care of the sick, in the management of the domestic fowls, and in the knowledge of the trees and plants required for useful or ornamental purposes."[15]

In 1909, Mr. O. B. Martin was brought to Washington as an assistant to Dr. Seaman A. Knapp, to promote boys' demonstration work in the Southern States.[16] In 1910, girls' tomato clubs were organized in Aiken County, S. C., by Miss Marie Cromer at the suggestion of Mr. Martin, as an indirect attack on the problems of the farm home.[17] The girls in these earliest clubs raised and canned tomatoes for family consumption. In 1911, Mr. O. H. Benson was brought into the Washington office as an assistant to Mr. O. B. Martin in club work.[18]

---

[14] Martin, O. B. The demonstration work. (Taken from a speech delivered by Dr. Seaman A. Knapp before the State Teachers' Association of South Carolina, July 1907). Boston: The Stratford Company. 1921.

[15] Martin, O. B. The demonstration work. (Taken from a speech delivered by Dr. Seaman A. Knapp before the Southern Education Association at Chattanooga, Tennessee, December 1910.) Boston: The Stratford Company. 1921.

[16] Evans, J. A. Fighting prophet of the demonstration idea. Ext. Serv. Rev. v. 6, no. 10, p. 133. October 1935.

[17] Smith, C. B., and Wilson, M. C. The agricultural extension system of the United States. P. 34. New York: John Wiley and Sons, Inc. 1930.

[18] True, Alfred Charles. A history of agricultural extension work in the United States, 1785 - 1923. U. S. Govt. Print. Off. Misc. Pub. 15, p. 67. 1928.

Mr. O. H. Benson at the Annual Convention of the Association of American Agricultural Colleges and Experiment Stations in 1911 stated that "the girls' club work has for some of its objectives:

1. To provide some means by which the girls may earn a little money in their rural homes.

2. To help furnish the home with a constant supply of vegetables, both fresh and canned.

3. To encourage all rural families to live better and at a lower cost than under present conditions.

4. To help make the home and the farm more interesting and helpful to all members of the family.

5. To make mother and daughter partners with father and son in the more efficient farm and home life."[19]

Mr. Benson in summarizing the results of girls' work shows a definite contribution to the family food supply. "In addition to the saving of surplus products, the girls' club work is doing much to encourage more and better work in home gardening; and where once the home rations were limited to bacon and bread, with an occasional treat from the 'store garden' and the 'tin can,' provided that the cotton or tobacco crop would bring the surplus dollar, now the average club home can have the 'king's rations' from the home garden 12 months in the year. We urge the supply of the home first and the sale of the surplus products afterwards."

The program for both girls' and boys' 4-H club work was rather limited during this early period. After the passage of the Federal Smith-Lever Act of 1914 the scope of the program was widened and the work was carried to all sections of the United States.

Smith-Lever Act.- The Smith-Lever Act of 1914 charges the United States Department of Agriculture and the land-grant colleges with the responsibility of teaching improved practices and standards in agriculture and home economics to rural people in the following declaration:

"... to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same....

"That cooperative agricultural work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities, and imparting to such persons information on said subjects through field demonstrations, publications, and otherwise...."

---

[19] Benson, O. H. Boys' and girls' club work in the southern States. Proc. of 25th Ann. Conv. Assoc. Amer. Agric. Coll. and Expt. Sta. P. 219. 1911.

It is recognized that when the State has an educational duty to perform it is best to begin with the youth of the country, rather than wait until they reach maturity.20/ Therefore, 4-H club work, although not specifically mentioned in the Smith-Lever Act, constitutes a part of the national agricultural extension system.

Four-H club membership has constantly increased since 1914, the 4-H club program has been enlarged, viewpoints have been broadened through the years, and the content of the program has changed to meet changing needs; however, fundamental objectives have carried through.

Four-H educational objectives.- In 1935 a national committee of the land-grant colleges and the United States Department of Agriculture set up distinctive educational objectives of 4-H club work which arise out of Nation-wide experience with the activity and the declaration of purpose as stated in the Smith-Lever Act.

Boys' and girls' 4-H club work as a specialized educational enterprise for rural youth "shares in the objectives common to all educational institutions and movements in its concern with the development of individual abilities and capacities for learning, intellectual and moral character, qualities of effective citizenship, and the like."21/

Practically all the educational objectives as outlined by the Land-Grant College Committee relate directly or indirectly to family living:

1. To help rural boys and girls to develop desirable ideals and standards for farming, homemaking, community life, and citizenship, and a sense of responsibility for their attainment.

2. To afford rural boys and girls technical instruction in farming and homemaking, that they may acquire skill and understanding in these fields and a clearer vision of agriculture as a basic industry, and of homemaking as a worthy occupation.

3. To provide rural boys and girls an opportunity to "learn by doing" through conducting certain farm or home enterprises and demonstrating to others what they have learned.

20/ Smith, C. B. Boys' and girls' 4-H club work. U. S. Dept. Agr. Misc. Circ. 77. Revised 1935.

21/ Recommended policies governing 4-H club work. Report of the National Committee of the Land-Grant Colleges and United States Department of Agriculture. U. S. Dept. Agr. Ext. Serv. Mimeogr., 1935.

4. To instill in the minds of rural boys and girls an intelligent understanding and an appreciation of nature and of the environment in which they live.

5. To teach rural boys and girls the value of research, and to develop in them a scientific attitude toward the problems of the farm and the home.

6. To train rural boys and girls in cooperative action to the end that they may increase their accomplishments and, through associated efforts, better assist in solving rural problems.

7. To develop in rural boys and girls habits of healthful living, to provide them with information and direction in the intelligent use of leisure, and to arouse in them worthy ambitions and a desire to continue to learn, in order that they may live fuller and richer lives.

8. To teach and to demonstrate to rural boys and girls methods designed to improve practices in agriculture and homemaking, to the end that farm incomes may be increased, standards of living improved, and the satisfactions of farm life enhanced.

Educational values.- A detailed study of the educational objectives of 4-H club work was made by Dr. E. H. Shinn.[22] This study was based on the evaluation of a series of 50 statements, which are either expressed or implied in the eight objectives quoted above, by 983 college students in 23 States who were former 4-H club members with a minimum of 2 years of club experience.

A group of college students were selected for this study because they were removed from the glamor of club work, they were probably above the average in educational training and in 4-H experience, and because of their broadened experience they were in a better position to evaluate their club experiences.

The findings of Dr. Shinn's study, in part, are given in table 1.

Family life values.- The family life values of 4-H club work are reflected by two studies conducted by Dr. Robert G. Foster in 1928 and by Dr. Mary Eva Duthie in 1935.

One of the four objectives of Dr. Foster's study was to determine insofar as possible some of the effects of 4-H club participation

---

[22] Shinn, E. H. Some objectives of 4-H club work and their relative values in the development of farm youth. (Unpublished manuscript) 1937.

Table 1.--Evaluation of 4-H club work

Statements (abbreviated)	Percentage of group rating			
	High value	Medium value	Low value	No value
Developed habits of proper food, clothing, and personal cleanliness ...	53.5	33.6	9.9	3.1
Cooperated with home and community in promoting health	28.1	43.0	21.3	7.6
Gave training in the techniques of first-aid treatment	13.3	27.7	29.9	29.1
Developed proper attitudes and standards in the use and enjoyment of leisure ..	40.0	42.5	13.3	4.1
Helped to acquire knowledge of techniques for games and play as desirable activities	37.7	45.9	12.3	4.1
Stimulated desires for taking part in play activities	46.0	43.0	8.9	2.1
Developed broader acquaintance through desirable social contacts	74.6	22.5	2.4	0.4
Provided knowledge of opportunities for social life at home and in the community	43.7	46.0	7.9	2.4
Developed habits of taking part in social life of home and community	49.4	43.7	5.4	1.5
Learned technical knowledge in agriculture or home economics	50.0	39.1	9.0	1.8
Learned how to apply knowledge in solving problems	51.3	38.8	9.3	0.5
Learned to do by doing	85.0	13.0	1.4	0.6
Learned how to search for information ..	40.2	45.5	11.3	3.0
Learned how to make best use of available resources around the farm home ..	65.9	28.8	3.8	1.4
Gave clearer vision of agriculture as a basic industry and of homemaking as a worthy occupation	64.4	29.9	4.0	1.6

Table 1.--Evaluation of 4-H club work (continued)

Statements (abbreviated)	Percentage of group rating			
	High value	Medium value	Low value	No value
Gave better understanding of advantages and disadvantages of farm life	51.9	35.8	9.8	2.4
Helped to develop self-confidence and leadership ability	81.6	17.2	1.2	0.0
Developed initiative in planning to meet situations	55.2	39.3	4.5	0.9
Aroused ambition to go to college	61.3	28.5	7.5	2.7
Gave better idea of advantages and disadvantages of different vocations .	14.0	47.1	25.8	13.0
Gave broader knowledge and outlook of community, county, State, and national affairs	63.2	27.8	7.3	1.7
Learned how to produce farm or home products more economically	55.9	38.0	4.3	1.8
Stimulated desires to own property and to start saving	65.4	27.1	5.8	1.6
Taught how to keep records and accounts and make reports	74.0	22.5	2.9	0.5
Developed desirable habits of cooperation	52.4	37.7	8.4	1.5
Learned how to market crops, livestock, and other products	38.7	35.3	15.6	10.4
Provided better understanding and appreciation of nature and rural environment	52.8	37.4	8.0	1.7
Helped to develop higher standards and ideals for farm life	59.0	36.8	3.0	1.2
Developed habits of wanting those things which add to home conveniences and comfort	45.2	42.7	7.3	4.8
Afforded opportunity to acquire appreciation of good music	12.0	31.4	34.3	22.3

Table 1.--Evaluation of 4-H club work (continued)

Statements (abbreviated)	Percentage of group rating			
	High value	Medium value	Low value	No value
Afforded opportunity to participate in vocal or instrumental music	14.9	34.8	30.7	19.6
Developed desirable ideals and standards of conduct	60.4	34.0	4.8	0.7
Helped to instill proper respect for interest and rights of others	56.1	37.3	5.3	1.3
Developed sportsmanship and fellowship through contests, etc.	78.6	18.5	2.2	0.6
Helped to develop character traits such as self-reliance and responsibility ..	76.1	22.3	1.2	0.4
Showed values of patience, tolerance, and perseverance in attaining long-time goals	66.8	28.8	3.7	0.7
Developed interest and favorable attitude toward community betterment .	46.4	40.3	9.1	4.2

on family relations.[23] Eighty families living in farming areas of three adjoining counties were studied; 55 of these families had children in 4-H club work and 25 had children of club age who were not 4-H club members. Data on family composition, structure, environment, family and social background, and statistical facts were obtained through 2 to 6 personal visits of the author to each family and 4 or 5 weeks' continuous residence in each area.

Dr. Foster summarizes the probable effects of 4-H club participation on family relations as follows:

1. There results a closer integration of the family around the common interests of the child. This was true in 90 percent of the cases observed and such integration is evidenced by parent-child relationships being increased in variety and amount in 90 percent of the families studied.

---

[23] Foster, Robert G. Types of farm families and effects of 4-H club work on family relations. (An unpublished manuscript, a copy of which is filed in the Cornell University library.) 1928.

2. It makes more frequent and, usually with few exceptions, more wholesome relationships between parents and children.

3. When the participation results in the acquirement of improved practices by the boy or girl, it is at once recognized and commented upon favorably by the parents, whether they themselves adopt such practices in their own farm and home activities or not.

4. Where recognition comes to the individual boy or girl through his or her club participation two effects are noted:

    a. The family's social prestige in the community is immediately enhanced, and

    b. Such enhancement results in some cases in envy on the part of other families...

5. The actual adoption of the approved practices by the boy or girl in some cases resulted in the parents adopting them on the farm or in the home,... it was much more apparent that the mothers had adopted more practices and were more actively engaged in encouraging the children in the work than the fathers.

6. In 99 percent of the cases the mothers and children all attended the local school-club fair, and in 90 percent of the cases the fathers also attended. These school-club fairs are the only events in the areas which are attended by the entire family in most of the families studied.

7. Next in importance to the local school-club fair is the county achievement day which most families attend. As one mother said, "We have gone every year and we wouldn't miss it for anything."

8. The attendance of the children at county and State club events has a big influence on family solidarity and attitude toward the work of their children....

9. More social life and educational trips for many of the members resulted in broadening the entire family's outlook and stimulating the individual to greater achievement resulting in closer home cooperation and interest.

10. Club work is the only social group participation in which the children are active, and this was emphasized by the parents who continually remark,

"It's a fine thing for the children. It teaches them things we could not teach them in the home ourselves, and gives them chances to have social good times together."

11. A most important factor that stood out in the program was the effect of various symbols upon the family. Many mothers referred with pride to little book-racks or other objects their children had made in their club work. Every home had one or two 4-H club signs on the side of the house or lawn, and in every home the first thing the parents did was to bring out all the pictures, prize ribbons, club pins, and other symbols of club work that their children had won, and tell about them in detail. In one family where the father had been local leader a few years back, they had pasted all their pictures, ribbons, etc. on heavy cardboard and put it in an old picture frame and hung it on the wall. There were many instances of this sort. The conclusion on this point is that the symbol is a very important factor about which the family interest becomes centered and the more of these stimuli that are symbolic of satisfying experiences in the work that become a part of the family environment, the more does the family interest in the work and in one another increase. In other words, one of the most important factors in the production of family solidarity and prestige is the injection into the home of many symbols that give recognition to the members, thus enhancing the total interest of the group....

12. In 74 percent of the club families evidence of increased solidarity was found.... It may safely be inferred that if the child's participation in an outside group results in satisfaction to the parent, particularly if much of the participation in an outside group centers around farm and home activities and interests, the parent-child relationship has been strengthened.

Dr. Foster also found that approximately 20 percent of the families studied were not satisfied because of a lack of personal attention through letters, visits, etc. from the club agents or local leaders. Personal visits appeared to be about 10 times as effective in creating solidarity and maintaining family interest in 4-H club work, as other indirect contacts. This factor should be of special interest to extension workers.

Comments made by parents and club members showed that club work has the effect of bringing about closer relationships in many spheres of family living.

Dr. Duthie in a study of 4-H club work in the life of rural youth conducted in Rock County, Wis., Kossuth County, Iowa, and Goodhue County, Minn., found that 4-H club work makes for a more favorable attitude toward assisting with farm and home tasks.24/

Attitude tests were devised to measure the attitude of girls and boys toward helping at home with the tasks of the household and the farm. Comparison of the average attitude scores indicated that 4-H club members are more favorably inclined toward assisting with farm and home tasks than are those girls and boys who have never belonged to the organization. Four-H club work has made a great contribution by making home tasks, which the average rural child has about the farm and home that are akin to 4-H club activities, less irksome and more interesting to do.

Summary.- It is seen from the material above that the primary aim of extension teaching is first concerned with the individual and his relation to his family and community life; it is impossible to teach the individual without its having some effect upon the social relations of the entire family.

In keeping withthe objectives of club work, boys and girls are given technical instruction in farming and homemaking and are given an opportunity to develop standards, ideals, skill, and understanding through the conduct of farm and home enterprises. The farm home is the practical laboratory in which 4-H club activities are demonstrated.

Four-H club members are taught better methods in agriculture and home economics and through their activities improve farm and home practices. These improvements usually increase farm income, improve standards of living, and enhance the satisfactions of farm life.

Contributions as Reflected by Actual Activities and Accomplishments

During the last 3 years an average of 1,019,771 girls and boys were enrolled in 4-H club activities, with 719,011 of that number completing their work and turning in record books.25/

24/ Duthie, Mary Eva. 4-H club work in the life of rural youth. A thesis submitted at the University of Wisconsin and distributed by the National Committee on Boys' and Girls' Club Work. 1936.

25/ The figures used in this section are an average of the United States totals for club work during the years 1934, 1935, and 1936, as recorded in the annual statistical reports. The averages are lower in most instances than the 1936 and some of the 1935 totals. However, the average gives a consistent picture of club work over a period of time. The figures for the 3 years, together with their total and average, are found in the Appendix.

Tables 3 and 4 show membership distribution according to year in club work and according to age of members. The figures for girls run consistently higher than those for boys.

Table 2.--Enrollment and completion summary

Item	Number
Number of 4-H clubs	61,582
Number of different boys enrolled	417,209
Number of different girls enrolled	602,563
Total enrollment	1,019,772
Number of different boys completing	285,806
Number of different girls completing	433,206
Total completing	719,012

Table 3.--Enrollment according to year in club work

Year in club work	Boys	Girls	Total
First year	181,905	265,415	447,320
Second year	94,819	141,298	236,117
Third year	57,456	84,890	142,346
Fourth year	36,074	50,485	86,559
Fifth year	21,597	27,849	49,446
Sixth year or over	19,577	22,798	42,375

Table 4.--Enrollment of members according to age

Age	Boys	Girls	Total
10 years and under	43,714	76,408	120,122
11 years	48,383	81,024	129,407
12 years	59,219	94,822	154,041
13 years	60,087	90,891	150,978
14 years	57,510	80,722	138,232
15 years	47,129	62,801	109,930
16 years	36,942	45,856	82,131
17 years	25,618	29,149	54,767
18 years	16,889	17,248	34,137
19 years	9,827	9,826	19,653
20 years and over	6,161	6,767	12,928

Statistics show that 911,540 4-H club members were in school while 65,581 were out of school.

These figures present a picture of the enormous numbers of boys and girls involved in the 4-H club program. A review of 4-H club activity objectives in relation to family living and of actual 4-H club accomplishment as found in annual reports shows more specifically the actual contribution that 4-H club members may make to family living.

Economic contributions.- Since it is difficult to place a dollar-and-cents valuation on the results of most 4-H club activities the returns, with few exceptions, will be expressed in terms of units involved or produced.

1. Clothing.

The aim of clothing work for girls is to create a desire on the part of each club girl to solve intelligently her own clothing problems and some of those for her family; to help her to dress well at small cost; to teach her the principles of sewing so that she may be better equipped to construct her own clothing; to help in the care and repair of clothing both for herself and for other members of her family; and to give her a working knowledge of clothing accounts and wise buymanship.26/

The aim of clothing instruction for boys is to teach them how to care for their clothing, how to make simple repairs, how to keep themselves well-groomed, and to help them make good choices when buying their own clothing.27/

The clothing program is a favorite among club members; a review of the girls' club enrollment through the past 20 years shows that the clothing project has exceeded that of any other.28/ During the past 3 years an average of 363,407 club members enrolled and 256,480 completed their clothing work.

Club members	Number enrolled	Number completing
Boys	1,572	1,024
Girls	361,835	255,456
Total	363,407	256,480

26/ Dean, D. School costume for 4-H club girls. Ala. Poly. Inst. Circ. 128. September 1930.
Jones, Ethel. Girls' sewing clubs. N. J. State Coll. Agric. Ext. Serv. Bull. 21.

27/ Nevin, Erma Dodson. The 4-H club boy: His clothes and his appearance. Cornell Jr. Ext. Bull. 49. March 1935.

28/ Warburton, C. W., and Smith, C. B. On the front lines with agriculture. A report of extension work in agriculture and home economics in 1934. U. S. Dept. Agr. Ext. Serv. January 1937.

It is significant that these club members are making garments and caring for and repairing clothing not only for themselves but also for other members of the family. They are learning to keep clothing accounts, to budget expenditures, to renovate garments, and to shop efficiently. The club members completing their clothing work have reported the following accomplishments:

Articles made by members completing--

Dresses	286,369
Other	941,282

Individuals following recommendations in construction	231,601
Individuals following recommendations in selection of clothing	169,473
Individuals keeping clothing accounts	54,883
Individuals budgeting clothing expenditures	24,672
Individuals improving children's clothing	28,643
Individuals improving care, renovation, and remodeling of clothing	70,223
Total estimated savings due to clothing program	$540,078.70

The stories of club members illustrate the contribution of the clothing program to family living.

Frances Nicklawske of Minnesota says that sewing "is an important task for every girl because by sewing one's own clothes and for the family one saves money which can be used to get additional things."

Ruby Robertson of Oklahoma writes:

> "One phase of my work...which has been of vital importance because of the economy practiced in our home for a number of years is the problem of making over garments. For example, I have found that it is economical to take the skirt of an old velveteen suit and design a smart school coat to go with a skirt of a suit that has been discarded by an older sister in the family. A sport dress of this kind gave me splendid service during the school year of 1935 and 1936. I have made coats by turning them and making them into garments suitable for school wear for my younger sisters who are also enrolled in club work and learning to sew. It is not possible for me to place a value in dollars and cents on work that has meant so much to our family, besides the permanent value I have received from ripping, cleaning, pressing, and planning for this remodeling program. It has been my mother's custom to put the clothing responsibility on the daughters of the family as soon as they are old enough to begin 4-H club sewing....For the past 3 years I have done all of my own sewing besides helping with clothing problems for other members of the family."

Inez Hanson of Minnesota says:

> "In the past year I made $135 dressmaking for other people, and I saved a great deal on sewing for myself and our family. The total saving for the 233 articles which I made this year was $311.25."

2. Foods and nutrition.

An extensive foods and nutrition program that is closely concerned with health has been carried on by 4-H club members. An effort is being made to serve the boys as well as the girls through a variety of projects which cover everything from the planning and preparation of well-balanced meals to camp cookery and table etiquette. Health-conscious 4-H club members are influencing family dietaries extensively and are spreading the newer knowledge of nutrition.

The aim of the food and nutrition program is to teach club members to plan, prepare, and serve healthful, attractive, well-balanced, economical meals for the family; to do the work involved in planning and serving food with greater ease, speed, and pleasure; to appreciate the value of home-grown products and to utilize and conserve them to the best advantage.29/

a. Food selection and preparation.

In all phases of this program there were enrolled 222,249 girls and boys, of whom 154,145 completed their work and reported having planned meals in accordance with the nutritional needs of the family, having used milk products, native fruits and vegetables and having followed recommended practices in food selection, preparation, and service. In many of the States, club members checked their food and health habits and gave special consideration to the care of teeth and good posture from the standpoint of food selection.

Club members	Number enrolled	Number completing
Boys	6,422	4,376
Girls	215,827	149,769
Total	222,249	154,145

The 4-H club members who completed their work prepared 3,935,363 dishes of food products and planned and served 1,856,849 meals.

"The following stories from Kansas are typical of what is being accomplished through the food-demonstration work:30/

29/ Food and nutrition club. Univ. Missouri Coop. Ext. Serv. 4-H Circ. 43. May 1934.

30/ Warren, Gertrude L. A great 4-H club year. U. S. Dept. Agr. Ext. Serv. Circ. 253, p. 9. December 1936.

> 'In our home, Margaret, Virginia, and I have taken supper-club work and have learned how to plan, prepare, and serve balanced meals. It has cut down sickness in our home. Our family is never a day without milk which is a big help to a family of four growing children.'
>
> 'Because of the emphasis placed on good food and health habits, a baking-club member, Maxine Godwin, induced her parents to buy some cows so that the nine children could have milk in their diet. Now they have their own butter and cream. Previous to this time, two of the Godwin children were always sick. After they bought the cows and had milk to use this last year, the children improved quite rapidly.'"

b. Food preservation.

There were 189,912 4-H club members enrolled in food-preservation work. The 119,526 members who completed their work reported having canned 6,104,355 quarts of vegetables, fruits, and meats, 1,274,682 containers of jelly, jam, and other products, and having stored 2,454,603 pounds of dried fruits and vegetables.

Club members	Number enrolled	Number completing
Boys	1,756	846
Girls	188,156	118,680
Total	189,912	119,526

The scarcity of cash makes it imperative that every possible effort be made to save and use more effectively the food products grown on the farm in order to insure an adequate diet through the periods of nonproduction. Thousands of 4-H club members have helped to plan and provide the family food supply and thousands of club girls have done the canning for the entire family.

Relative to the benefits derived from food preservation work the Massachusetts State club leader writes,

> "Adeline Fein of Chicopee, a former 4-H member, now in the 'All Star Organization,' supervises about 300 club members during the canning season. Boys and girls from all over the city come each day to a school laboratory, bringing glass jars and produce in small carts, on bicycle or by foot, to help provide food for the family during the winter months.
>
> "Every club member is required to make out a canning plan for her family at one of the club meetings, whether the family can successfully fill it or not, for by making the plan...the girls get an idea of the savings which canning could make, and frequently the making of the budget one year has been the cause of planning a garden and canning the next year. One mother said that her

> daughter's 4-H canning work had been a blessing in their home, for the girl 'just seemed to understand better' how to proceed. This family canned by a budget this year for the first time, because of the girl's club work, and, as a result, her mother joined a home demonstration club; so now the ideal combination of mother and daughter working together may make the benefits of extension work more than doubled."

Miss Mary E. Keown, Florida district home demonstration agent,[31] writes:

> "Canned goods have been bartered repeatedly for other commodities needed in the family. One 4-H club girl reported that she had taken her pressure cooker and sealer, bought with the sales of her own canned goods, and with it helped 23 other families to can their supply. We find that the 4-H club girls all over the district have given excellent assistance in community and relief canning programs."

3. Health.

The general purpose of the 4-H health program is "to develop an understanding of and a desire for positive health through the recognition of the contribution made by proper food selection and preparation to normal growth and development, to create a feeling of responsibility toward receiving an adequate sanitary and economical food supply for the family and the community through home production and home consumption, and to stimulate interest in and to develop good habits of posture, dental care, cleanliness, and mental hygiene."[32]

Of the 152,761 club members engaged in the home health and sanitation program, 99,577 completed their work. In addition 131,475 club members participated in definite health improvement work although not enrolled in special health projects.

Club members	Number enrolled	Number completing	Others participating in health-improvement work
Boys	30,062	19,873	29,879
Girls	122,699	79,704	101,596
Total	152,761	99,577	131,475

An average of 86,985 club members have had health examinations or have participated in health contests during the past 3 years.

---

[31] Now State home demonstration agent of Florida.

[32] Sikes, Anna Mae, Extension Nutritionist. Report of food, nutrition, and health program in Florida. 1936.

Standards of health for family members with emphasis on the importance of physical examinations and the immunization against diseases has resulted in higher standards of health.

Mildred Russell of North Dakota writes concerning her health improvement work as follows:

> "Although the Head, Hand, and Heart 'H's' of 4-H club work have meant a great deal to me, I am most grateful to the Health 'H', for it aroused my interest in my own health. Since childhood I had had ill health, and due to a heart complication could not run and play as other children. At the achievement institute in Fargo, I was intensely interested by Miss Ella Gardner's talks on health. By carefully exercising in gradually increasing amounts, I learned to hike and even run. I obeyed all health rules and tried especially hard to improve my posture. Now I am able to enjoy sports....I received first place in the county health contest in 1934, tied for first place in 1935, and in the latter received a white ribbon at the State contest at Fargo."

4. Gardens, orchards, and home grounds beautification.

Garden club work is designed to assist the club members in providing their families with vegetables needed for the food budget; to teach the principles of home vegetable gardening to boys and girls including planning, planting, cultivation, insect control, vegetable storage, selection and preparation for marketing and exhibiting; to teach the importance of what the garden contributes to family dietary needs; to instill in boys and girls a love of plant life and the ways of nature; and through club work to make the daily tasks in raising a garden more interesting and enjoyable.[33]

A total of 192,340 club members were enrolled in the home-garden program with 121,269 members completing (table 5). In addition, 14,398 members took up market-garden work, with 9,112 carrying the program to completion. These club members had 28,813 acres involved in their gardens and produced a total of 857,982 bushels of vegetables, much of which was grown in accordance with a garden budget plan for the entire family.

Most of the garden work was conducted in relation to the nutritional needs of the family; however, in many instances a goodly profit was realized.

---

[33] Jacks, Onah, Texas State Girls' Club Agent. Annual plan of work. 1936.

Table 5.--Fruits, vegetables, and beautification of home grounds

Program	Number of boys enrolled	Number of boys completing	Number of girls enrolled	Number of girls completing	Acres involved	Total yields (bushels)
Home gardens	50,361	35,294	141,979	85,975	25,010	644,357
Market gardens - truck and canning crops	5,369	3,364	9,029	5,748	3,803	213,625
Beautification of home grounds	5,367	3,484	67,438	42,070	x x x	x x x
Tree fruits ...	1,372	788	6,343	3,287	1,779	47,575
Bush and small fruits .	1,972	1,379	5,591	3,300	999	22,845
Grapes	397	259	2,397	1,370	576	3,065

Mary Buell of Texas writes:

"I decided to be a garden demonstrator this year and took charge of the entire family garden, which is 66 by 225 feet. I fertilized it with 2 tons of barnyard manure, made successive plantings in the garden, planted 8,784 feet of row space, and harvested 8,792 pounds at a total value of garden and vegetables canned $510.16, less expenses, equaling $479.01 profit.

"For the family food budget, which I helped to plan, 773 quarts of 46 varieties of foods were canned. My father built a canning kitchen and built a large pantry in which to store the food after it was canned. I helped the cooperators in my club complete their canning too."

Mozell Conway, also of Texas, figures the net value of her garden at $327.10. Of this amount 500 pounds of vegetables were sold for $25, 500 quarts were canned, 1,000 pounds were dried, and 50 quarts brined, pickled, or preserved, the remainder of the 6,722 pounds yield being used fresh.

Edith McKeown of Florida says:

"When I went to short course, I took gardening as my

> major. I learned newer and better ways of planting and cultivating my garden; how to spray to kill the different insects; and how to have a garden the year round. Then I was able to bring back these new ideas to use in planting our garden....
>
> "Every day we served some kind of canned fruit or vegetable and sometimes both. I have learned how to have a year-round garden, and with our garden, summer and winter, we have balanced meals without much cost."

In regard to home gardens, the Delaware State club leader says:

> "This project seems to be of great popularity especially with boys and girls of the suburban sections...due to the fact that it is a means of providing many families with fresh vegetables who otherwise would not be able to have them."

The aim of the home orchard program is to assist in providing the family with the fruits needed for the family food budget and for market.34/ Home orchard enrollment totaled 18,072 with 10,283 members completing their work and producing 73,485 bushels of fruit.

Onah Jacks, State girls' club agent in Texas, says that Vera Mae Schauer's 1-year-old half-acre orchard in Harris County has pear and plum trees taller than she is, not to speak of berries, figs, peaches, and grapes. These are Vera Mae's reward for careful planning, planting, and cultivating. Her family will really "reap the fruit" of her club work for many years.

The home-grounds-beautification program serves to encourage the development of country yards which reflect the work and recreational activities of country people and which effect high standards of sanitation, convenience, and beauty. Participating in this program were 72,805 club members, 45,554 of whom completed their work. Many of these boys and girls took entire charge of their home-yard improvement work and demonstrated how to improve the soil for planting, how to select and transplant native trees and shrubbery, how to treat walks, drives, or fences, and how to develop mass plantings to screen unsightly buildings, etc.

The following story of Mary Buell of Texas is typical:

> "I planted my yard so it would have a wide open lawn space, planted 48 cedar trees around the house for foundation plantings, cleaned the yard thoroughly removing all trash, made a cobblestone walk from the porch to the front gate and one in the backyard, built a new yard fence, and made special beds for annuals. To have plants to finish

---

34/ Jacks, Onah, Texas State Girls' Club Agent. Annual report of work. 1936.

> the foundation and screen planting, I made a cutting bed with 53 plants. These plants all lived."

5. Home improvement.

The home-improvement work is planned to interest club members in making their own homes as attractive and comfortable as possible. Emphasis is placed on making the best use of materials on hand. With careful planning for the wise use of money, time, and energy, each member has the opportunity to develop good taste in improving and beautifying his own room and the other rooms of the house, thus making the home more attractive for the entire family.

The home-furnishing program had an enrollment of 100,334 members, of whom 64,014 completed their work and reported having improved 42,048 rooms and having made 193,070 household articles or furnishings.

Club members	Number enrolled	Number completing	Number of units in completions	
			Rooms	Articles
Boys	1,281	811		
Girls	99,053	63,203		
Total	100,334	64,014	42,048	193,070

The stories of 4-H club members show their participation in the selection of furniture, wall and floor coverings and their arrangements, the making and care of bedding, the refinishing of floors, the renovation of furniture, the making of household furnishings, and the daily care of the home.

Eva Mae Bourassa of Oklahoma says:

> "My sister and I now have a bedroom of our own since we made one out of our lean-to shed. Our work consisted of repairing the roof, whitewashing the walls with carbide settlings, and repairing some furniture. We made a study unit so we could have a place of our own to study. The cost was only $2.70."

The Alabama State girls' club leader reports that in 1936, in Lamar County, 168 mattresses were made by 4-H club girls. By growing their own cotton their mattresses cost them $480 and gave them an estimated saving of $2,811.60.

"In Massachusetts, special emphasis was placed on the 'cheery kitchen, the friendly dining room, the family living room, and my own room.' A typical 4-H club story in room-improvement work follows:

> 'The improvements which I made included dyeing curtains, making a dressing table, painting the radiator, reversing window shades, making a shelf in the window for potted plants, refinishing and waxing floors, refinishing a walnut

> table and chairs, making a blotter for my desk, lengthening a cord for my bed lamp, and putting glass floor protectors under heavy pieces of furniture. As a result of my interest in 4-H club work, we have improved our whole house. Five rooms were papered; seven floors were refinished; walls, woodwork, and floor of the dining room were painted; four pieces of furniture for the porches were also dressed up in a new coat of paint. My family has gained a great deal of benefit and pleasure from my contacts with the 4-H club and appreciates all that it is meaning to me.'"35/

The aim of the home-management program is to teach 4-H club members to utilize their time and energy to the best advantage, to show them the importance of home accounts, to teach them the principles involved in selecting new equipment, in arranging kitchens from the standpoint of convenience, and to assume their share of the household responsibilities. This program was participated in by 33,251 girls and boys with 20,251 completing their work.

Club members	Number enrolled	Number completing
Boys	725	476
Girls	32,526	19,775
Total	33,251	20,251
Number of units in projects completed		46,602
4-H club members keeping personal accounts ..		23,358

The 4-H club members reported having kept the home accounts for the family, having assisted in selecting or making home equipment, in rearranging or improving the kitchen from the standpoint of convenience, in developing home industries as a means of supplementing the farm income, and in sharing the many home responsibilities involved in the management and care of the household.

6. Child development.

The aim of the child-development program is to help 4-H club members assume more responsibility for the care of the children in their own homes, to help them understand how children can best grow and develop, and to gain a clearer vision of wholesome family life. Three thousand, seven hundred and sixty-seven club members enrolled in this project and 2,836 carried their work to completion. In addition 11,551 club members who were not enrolled in special child-development projects participated in definite child-development work.

Club members	Number enrolled	Number completing
Boys	384	230
Girls	3,383	2,606
Total	3,767	2,836

35/ Warren, Gertrude L. A great 4-H club year. U. S. Dept. Agr. Ext. Serv. Circ. 253. December 1936.

These club members made self-help garments for their younger brothers and sisters; assisted them in learning to eat those foods most needed from a dietary standpoint; rearranged and adjusted furnishings so that each child might help himself more effectively; and made toys that were practical and useful from an educational standpoint. Through learning to care for younger children club members have developed an appreciation of what is involved in the physical improvement of young children and also a deeper appreication of what their parents are trying to do for them.

Four-H club members in helping to care for younger children and by assuming other responsibilities in the home relieve the mother of the family and enable her to have time for leisure activities.

7. Handicraft.

The aims of handicraft work are to enrich 4-H club members' lives by training them for leisure-time activities through acquainting them with some of the various forms of creative expression; to help them enjoy and gain knowledge of the world of beautiful craft for their homes and communities; to encourage them to use their originality and ingenuity and to offer them an opportunity to gratify their desires to create something of lasting beauty and usefulness; to enable them through such creation to recognize the fundamentals of beauty and art and the need for orderly, harmonious, and useful expression for their thoughts and experiences; and to enable them to realize a cash income from the sale of their articles.36/

There were 44,217 club members of which 31,951 completed their work and reported having made 106,914 articles. Some of these articles were used in the members' homes to make them more attractive and to add to the pleasure of the family members. Others were sold, giving the girls and boys an additional source of income. The Massachusetts State club leader reports a sale of $244.86 worth of handicraft articles made by Massachusetts club members at the Eastern States Exposition.

Club members	Number enrolled	Number completing
Boys	15,497	11,972
Girls	28,720	19,979
Total	44,217	31,951

8. Agricultural activities.

In relation to the agricultural activities for 4-H club members the objectives are to teach improved methods of production, to build up and conserve soil fertility, to increase yields, to increase farm income, to show club members how to keep records of their production and costs, and to help them make improvements that will make their farm homes a more attractive place to live.

36/ Sommerfield, Edna. Handicraft for the 4-H clothing club girl. North Dakota Cooperative Extension.

Table 6 is given to show the number of boys and girls participating and their accomplishments. The improved practices followed and the yields received show direct and indirect contributions to family living.

Social contributions.- 4-H club work helps boys and girls to acquire a knowledge of opportunities for social life at home and in social groups, and to develop desirable habits of taking an active part in the social life of the home and community.

The 4-H clubs as social organizations have furnished a proper and happy outlet for the desire of individual youths to mingle together at meetings, picnics, achievement days, fairs, county rallies, trips, and camps. Through these group activities club members learn to work with others, to conquer selfish interest when to do so is for the good of the group, and to give in to the will of the majority.

The social contributions of club work are illustrated by the following stories:

A local leader of Wisconsin writes:

> "... perhaps the greatest contribution our 4-H club has made to us is that it serves as a general social medium for the entire community. Our club meetings have brought together many families that have become more than casual acquaintances. They have grown to understand and enjoy each other in a friendly way rather infrequently found."

Table 6.--Agricultural activities

Type of project	Number of boys enrolled	Number of boys completing	Number of girls enrolled	Number of girls completing	Number of units involved in completions
Poultry	54,370	35,129	56,517	36,797	2,687,674 (chickens)
Bees	1,375	937	226	135	3,903 (colonies)
Livestock					
Dairy cattle	40,357	29,866	7,224	5,256	43,345
Beef cattle	22,800	16,759	2,767	2,180	24,471
Sheep	15,430	11,701	2,451	1,961	41,381
Swine	65,233	40,648	3,848	2,553	92,278
Horses and mules ...	5,282	3,929	375	292	4,016
Other livestock	3,447	2,347	470	324	19,115

Table 6.--Agricultural activities (continued)

Type of project	Number of boys enrolled	Number of boys completing	Number of girls enrolled	Number of girls completing	Number of units involved in completions
Agricultural economics					
Farm records	7,223	4,404	2,921	2,099	x x x
Individual farm planning	783	411	268	222	x x x
Agricultural engineering (farm and home)	10,766	6,594	2,496	1,793	45,986 (acres terr.) 1,910 (machines or equipment repaired) 16,105 (articles made) 431 (equipment installed)
Forestry	11,357	8,315	3,637	2,894	833 (transplant beds cared for) 4,057 (acres planted to forest trees) 3,705 (acres trimmed, weeded, pruned, or managed) 27,465 (acres farm woodland protected from fire)

Table 6.--Agricultural activities (continued)

Type of project	Number of boys enrolled	Number of boys completing	Number of girls enrolled	Number of girls completing	Acres involved	Total yield	
Cereals						Bushels	
Corn	67,268	43,516	1,572	1,110	76,457	1,999,845	
Wheat	1,692	1,162	52	19	10,952	95,488	
Oats	1,055	683	17	11	2,982	58,308	
Rye	54	40	2	1	92	791	
Barley	401	277	14	9	831	21,890	
All other	3,072	1,937	244	177	6,021	95,881	
Special crops							
Irish potatoes	22,743	16,511	2,736	1,850	9,666	837,584	
Sweetpotatoes.	7,338	4,526	760	589	2,919	357,574	
						Pounds	
Cotton	24,258	14,289	466	286	20,332	13,451,531	
Tobacco	6,010	4,345	513	370	3,283	2,224,987	
All other	2,035	1,168	293	177	1,428	342,130	
Legumes and forage crops						Seed (bu)	Forage (tons)
Alfalfa	409	310	5	2	738	334	1,218
Sweetclover ..	44	28	5	5	38	-	29
All other clover	208	111	57	42	66	45	20
Vetch	898	647	14	13	458	4,480	266
Lespedeza	446	317	15	12	580	393	298
Pastures	524	322	9	8	1,653	x x x	x x
Soybeans	1,993	1,266	37	29	2,212	16,427	4,842

Table 6.--Agricultural activities (continued)

Type of project	Number of boys enrolled	Number of boys completing	Number of girls enrolled	Number of girls completing	Acres involved	Total yield Seed (bu)	Total yield Forage Tons)
Cowpeas and field peas ...	1,555	1,130	118	98	1,447	7,270	643
Velvetbeans ...	333	264	23	20	318	1,817	264
Field beans ...	721	597	94	82	900	16,377	60
Peanuts	10,212	5,730	636	455	4,856	2,255,490 (lb.)	3,516
All other	1,299	832	75	65	1,332	6,322	2,213

The boys' State club leader of Florida in his 1936 annual report says:

> "... there has been a most decided improvement in the socializing results of the club program. The organization of standard clubs and the adding of recreation has helped make 4-H club work a vital force in developing the social adaptability of its members. During the depression the only 'good times' the boys and girls in some communities enjoyed were those in connection with their club work."

Warren Jepson, 4-H club member of Hennepin County, Minn., writes:

> "Farm life in this community has been made more interesting through club work, by holding picnics, club tours, achievement days, and club meetings. Club work has given us all a better understanding of our neighbors' problems as well as our own. Above all, we learn to play and plan together."

Dr. Mary Eva Duthie in her study of 4-H club work in the life of rural youth found that 4-H club members who remain in 4-H club work over a year belong to more organizations than do non-4-H members, and furthermore the average number of memberships was found to vary directly with the length of membership. This she states is in perfect agreement with the findings of Mr. O. C. Croy's study made several years ago in Ohio.[37] He says, "4-H club experience has whetted the appetite for more social experience, group activity, and more learning."

Dr. Duthie found that when former 4-H club members were given check lists to evaluate their 4-H experiences first and second places were given to "learning to work with others" and "making new friends." This suggests that the social activities of club work may be extremely important in the ultimate effect upon the life of the members in their social relationships.

---

[37] Croy, O. C. Rural young people 15-25 years of age (abstract of an unpublished manuscript).

Cultural contributions.- 4-H club work lends itself to the cultural development of rural boys and girls through instructions given, activities, and educational trips. Club members learn to appreciate good music, art, dramatics, and literature. They likewise may learn to landscape and improve their homes, making them into centers of culture for their families, and they may master many home and personal habits of common courtesy such as table etiquette, table setting, common courtesies, etc., which together form some of the finer things of home life.

Many 4-H club members are benefited through travel each year to State short courses, to State encampments, to the National 4-H Club Congress in Chicago, and to the National 4-H Club Camp in Washington, D. C. These contacts with nationally known people, extension staff members, club leaders, and other club members are invaluable, and they result in broadened viewpoints, new ideas, new friendships, and many valuable and interesting contacts with worth-while men and women.

As a part of the 4-H club program in almost every State there is some work in music appreciation. Through national and State radio programs, club members are brought in touch with the music of the best composers. And through participation in club choruses, bands, and orchestras, they are given an additional opportunity to develop a genuine appreciation of good music.

Dramatics have an important place in many State programs, affording club members another opportunity to express their innermost desires and interests in a challenging, creative way.

4-H club members are frequently given instruction in art principles and their application in the home. They are encouraged to read good literature.

Ethical contributions.- 4-H club work helps rural boys and girls acquire early in life desirable ideals, habits of conduct, industry, cooperation, and a love of nature. Through their group activities they develop respect for the rights and interests of others and attain attitudes of responsibility in the social and religious life of the family.

Ethical contributions of club work are shown by the following stories:

August McDonald of Mississippi says:

> "... the greatest value I have received through my 4-H club work is a lesson I learned at my first camp. I had never entered a contest of any kind without being unhappy if I failed to win and I was always jealous of the winners. At camp, I learned the art of being a good

sportsman as exemplified in the older 4-H club members. This made such an impression on me that I came home determined to overcome my jealous disposition. I learned that if you were loyal and true to your club you could not think of club members as I had been thinking of other opponents. I then realized that I belonged to an organization that would give me the kind of training I needed for life...."

Mildred Reed of West Virginia writes:

"4-H club work has given me an ideal to live up to, a philosophy of religion, and standards of accomplishment and conduct. I believe that if one really tries to live the fourfold life, which is the 4-H ideal, one needs no other system of ethics, no rules of conduct, no supervision over one's actions.

"Through 4-H club work I have acquired my theories about God and my beliefs in Him. Never have I felt closer to Him, or come to a fuller realization of His presence than in a 4-H vesper service on a hilltop when the sun is setting, a cool wind blowing, and a hush settling over the landscape, as a group of reverent 4-H'ers stand with faces toward the west singing 'Taps.'

"4-H club work has given me a deeper appreciation of the beautiful and an incentive to accomplish things of which I have dreamed making me work harder toward those things."

Jay Taylor of Utah says:

"I have aimed to help my club in all lines developed by the 4-H. We have trained our hands to better service by becoming more efficient in accomplishing our projects. Our heads have been trained to work and think more clearly; to think of others; to respect their rights. We have developed brotherly kindness, good palship, and honest sportsmanship. I have tried in every way possible to lend assistance to my fellow club members so we as a group could complete our work each year."

Donald Powell of West Virginia writes:

"I have been brought closer to nature and appreciate more the beauty found in trees, flowers, babbling brooks, songs of birds, sunsets, and all nature around us...I have been led closer to God and have come to know more about His truths through the camp vesper programs."

Donald continues his story showing the contribution that 4-H club work has made to his home:

> "Having been a club member for nearly 11 years has made a change in our home and family life. By getting literature and material on improved methods of raising crops and animals we have been able to make better progress. Proper rotation of crops is used. We are more careful in the selection of our ground for the various crops. More attention is given to the seed we use. Cows and chickens that do not pay are sold. Proper care is taken of the livestock and crops, and there is little if any waste. Each member of our family cooperates with the others better and everyone seems to be happier."

Summary.- The foregoing section indicates that 4-H boys and girls are contributing to many phases of family living through their club activities. They contribute to the food, shelter, and clothing supply of the family, they introduce and use better practices in agriculture and home economics, they learn to work and play together, they develop an appreciation of the finer things of life both for themselves and for their families, and they contribute to the social life of the family and the community group.

HOW CAN PRESENT ACTIVITIES BE REDIRECTED TO MAKE A GREATER CONTRIBUTION

The 4-H program, as it is now organized, is making a large contribution to family living. However, through a slight redirection of activities covering both personal and family development and through greater emphasis on objectives, 4-H club work can make an even larger contribution.

Personal Development

The ultimate aim of extension work is to develop individuals through participation in worth-while enterprises and personal achievement, to enlarge their vision, and to help them grow both physically and mentally. Wholesome physical development of youth is essential to maintenance of strong, healthy bodies, and right living routine. Self-confidence, acquired through health, releases the individual for more satisfactory living.

Mental development is equally important. Young people need the guidance of understanding leaders to build up a sense of value and appreciation in order to determine the place of particular things in their lives; they need help to understand the world and the natural universe and its effect on individuals; they need understanding direction in learning how to approach problems and how to solve difficulties.

Extension workers who have gained the confidence of 4-H girls and boys can be very influential in the development of stable mental and emotional habits, and in character formation.

Development of desirable personal traits.- Desirable personal traits which contribute to good family life are listed in the second section of this thesis. Through 4-H activities, extension workers have a splendid opportunity to develop these in rural young people.

Dr. W. W. Charters and others have conducted studies to show that personal traits may be developed in people, and that the degree and direction of the development can be controlled to a large degree by the instructor.[38] Therefore, Dr. Charters says, a teacher in formulating a curriculum should think not only of the subject matter to be covered but also of the character traits that he or she wishes to instill.

Dr. Charters points out that the instructional methods to be employed in securing modifications of behavior through the development of ideals (traits that have become the object of desire) may be organized around the following five principles:

1. Diagnosing the situation. It is necessary to make a diagnosis to discover the cause whenever an individual displays a deficiency in the manifestation of a trait. This diagnosis should not only uncover the person's difficulties, but also uncover his abilities, ideals, and interests in order to discover incentives that might be used to create a desire for the ideals the instructor wishes him to possess. Diagnosis is a procedure which should be carried on continuously over a period of time.

2. Creating the desire. There must be a desire created in order for an ideal to develop. For example, an individual will not become honest if he does not believe in honesty, nor will he become industrious if he does not admire industry.

3. Developing a plan of action. Plans for the development of an ideal may sometimes be safely left to the individual, after the desire has been created. However, further action on the part of the instructor is usually necessary. Inspirational talks have their value in creating desire, but ordinarily they need to be followed with advice concerning the application of the ideal to practical situations in life. Unless applications are made to concrete situations and plans of action are worked out to meet them, the ideal will seldom be practically applied.

4. Requiring practice. For an ideal to be developed it must be put into practice. In order for it to become a part of an individual's life, the actions which exemplify the desired ideal in specific situations must be reduced to habit in almost all cases. The test of a trait is found in conduct, not in desires or plans of action.

38/ Charters, W. W. The teaching of ideals. New York: The Macmillan Company. 1927.

5. Integrating personality. In order to develop a strong, consistent personality, it is necessary to integrate traits, ideals, habits, and customs in such a way that the individual will always act in the light of principles. Such an integration is highly desirable as it will eliminate inconsistencies in behavior and will broaden the individual's vision.

Traits change with changing conditions; they are modified by the influence of environment.

Study of family relations.- That 4-H club work does much to strengthen family relations is shown in the third section of this thesis. Family members together plan for the future, share together the benefits of accomplishment, and through their creative work and cooperative efforts build up an appreciation of each other and of the family.

4-H club work can make a greater contribution to family life through the study of family relations. Such instruction would help individual members to understand the family problems that arise, and together with the rest of the family to find the solution.

The following outline is suggested for presentation in summer camps and in connection with "Home Life Clubs" such as those organized in South Dakota.

I. Evolution of the family (discussion of home production, family organization, home life, and dwellings).

   1. Primitive.
   2. Hebrew type.
   3. Greek type.
   4. Roman type.
   5. English family in seventeenth and eighteenth centuries.
   6. The family in the American colonies.
   7. The family on the western frontier.
   8. Effect of the industrial revolution on the family.
   9. Immigrant contributions to American family life.
   10. The family during the nineteenth century.
   11. The present situation.

      a. Adjustment of the modern family to meet changing conditions.
      b. Meeting the needs of the family.

II. The family and home life.

   1. Meaning.
   2. Function.

III. Influences which may affect family life.

   1. Economic conditions.
   2. Sharing the home with grandparents and others.
   3. Effect of fatigue and worry on family relationships.

IV. Household production.

   1. Economic aspects.
   2. Social aspects.
   3. Influence on family living.

V. The family income.

   1. Farm privilege income.
   2. Cash income.
   3. Real income (satisfactions derived from 1 and 2).

VI. Teamwork in the home.

   1. All members share responsibilities.

VII. Leisure activities for the family.

VIII. The family and the community.

Suggested problems and topics for group discussion:

1. List and describe some club activities you have known that helped establish better family relationships.
2. List some worthy home responsibilities that boys and girls should assume in a home.
3. How can I help my family in household duties and entertaining?
4. Does my clothing cost more than it should? How does the cost of my clothing compare with the cost of the clothing of the other members of my family?
5. What I can do to save my clothes.
6. How I can relieve my mother in the preparation of meals and the care of the house, thereby giving her more leisure.
7. How I can help provide the family food supply.
8. The qualities of a good mother, father, sister, and brother.
9. What future family responsibilities will most girls have and what can club work do to help fit them for such? Boys?

Suggested references:

1. Dennis, Lemo T. Living together in the family. American Home Economics Association. 1934.

2. Justin, Margaret M., and Rust, Lucile O. Problems in home living. J. B. Lippincott Company. 1929.
3. Rockwood, Lemo Dennis. Teaching family relationships in the high school. American Home Economics Association. 1935.
4. Rockwood, Lemo Dennis. Pictures of family life. American Home Economics Association. 1935.

Family Development

Logical steps for growth and influence in family life.- From the standpoint of family development extension workers should keep in mind the logical steps for growth and influence in family life. Through the acquirement of better practices in agriculture and home economics which make for better and more efficient homes, through planned production of food for the family and feed for the livestock, and through learning how to use the things already in the family's possession, the family income is increased.

Increased income makes possible the acquirement of better homes. Houses can be remodeled and redecorated, yards landscaped, furniture refinished and rearranged, and conveniences, which add greatly to the comfort of the family, installed.

Improved comfortable homes have an important influence on family members. They are proud of their efforts and are happy to have others enter their homes to visit and to see the changes that they have brought about. Gradually a desirable feeling of influence and prestige is developed which brings the family closer together and which enables them to take a more active part in community affairs.

The home furnishes the background for family life, influencing to a great extent the activities of the group and contributing greatly to their joy and satisfaction. Contented, highly integrated families result in happy rural family life.

Social activities for the entire family.- There is a need in many rural communities for a larger number of planned social activities for family groups. Family participation in events of common interest is an important factor which makes for closer bonds between family members and which strengthens family relationships.

4-H club work now offers many social advantages for rural young people and some for the entire family. More events could be readily arranged for the entire family to enjoy together.

First aid and home care of the sick.- The study on the objectives of 4-H club work and their relative value in the development of farm youth revealed a need for additional training in first aid (refer to table 1.) and to this home care of the sick should be added. Ruth Lindquist states that "training is needed which will enable women to recognize symptoms of disease, which will promote an evaluation of activities in terms of their effect upon health, and which will promote intelligent care of members who become ill. This is particularly true for the families with moderate incomes who cannot afford to hire the additional services which become necessary if there is a lack of efficiency, endurance, or knowledge...."[39]

The American Red Cross statistics shown in table 7 bear out the need for first-aid instruction.[40]

A course for first aid is not outlined in this thesis; however, the following references are suggested:

The American National Red Cross, Washington, D. C.:

1. A. R. C. 1018. Instructor's outline junior first aid course. Revised March 1933.
2. A. R. C. 1019. Instructor's outline standard and advanced first-aid courses. Revised March 1933.
3. A. R. C. 1005. Red Cross life-saving methods. Revised March 1932.
4. A. R. C. 1021. Facts and figures on home and farm accident prevention. September 1935.
5. A. R. C. 1023. Injuries in the home and on the farm--how they are caused and how they can be prevented. Revised January 1936.
6. A. R. C. 1027. Lecture and group discussion course on home and farm accident prevention. August 1936.
7. A. R. C. 1028. Chapter handbook on accident prevention in the home and on the farm. September 1, 1936.
8. American Red Cross First Aid Textbook (prepared by the American Red Cross for the instruction of first-aid classes). Philadelphia: P. Blakiston's Son & Co., Inc. 1933.
9. Delano, Jane A., R. N. American Red Cross textbook on home hygiene and care of the sick. Ed. 3. Philadelphia: P. Blakiston's Son & Co., Inc. 1925.

---

[39] Lindquist, Ruth. The family in the present social order. 1931.

[40] American Red Cross. Lecture and group discussion course on farm and home accident prevention. A. R. C. 1027. Washington, D. C. August 1936.

Public Health Service, United States Treasury Department.

10. Leaflet No. 313. First-aid methods for treating the injured.

11. Stimpson, W. G., and Foster, M. H. Prevention of disease and care of the sick. Misc. Pub. No. 17. Government Printing Office, Washington, D. C. 1930.

Extension Service publications:

12. Przyluska, Wanda. Home care of the sick and first aid in injuries and accidents. Ohio State University Agricultural College Extension Service Bulletin 88. Revised by Dr. Dorothy Rood, June 1936.

13. Stebbins, Mary E., and Chiles, Sara H. The health and first-aid project. Missouri Extension Service 4-H Club Circular 15. Revised October 1932.

Table 7.--Group casualties

Group	Killed	Permanently disabled	Temporarily disabled	Total
Motor vehicle	36,000	105,000	1,150,000	1,291,000
Public - recreational.	17,500	60,000	2,040,000	2,117,500
Home	34,500	150,000	4,950,000	5,134,500
Occupational	16,000	61,000	1,300,000	1,377,000
(including agriculture)	(4,400)			
Total	101,000	370,000	9,350,000	9,821,000

Soil conservation.- President Roosevelt has called attention to the fact that one-third of the Nation's population has insufficient food and clothing. Since the principal work in farm industry involves food and fiber production, extension workers and 4-H club members must share the responsibility of the agricultural program in an effort to improve the living conditions of the people through more efficient land use.

Dr. O. E. Baker, senior agricultural economist in the Bureau of Agricultural Economics, says that "the land is the foundation of the family, and that the family is the foundation of the democratic state." As such it is essential that greater emphasis be placed on the soil and its uses in the 4-H club program.

Through practical demonstrations in soil conservation it is possible for club girls and boys to maintain and improve the fertility of the soil both for the present and for future use, to increase the quality of products grown, and to increase the quantity sufficient for abundant living, thereby increasing both the farm privilege and the farm cash income and making an appreciable contribution to family living.

The history of our American agriculture is the history of soil conquest. The magnitude of our present problem is shown by Dr. Jacob G. Lipman, president of the Association of Land-Grant Colleges, and Mr. H. H. Bennett, Chief of the Soil Conservation Service, United States Department of Agriculture.

"...the lavish expenditure of land and soil capital has marked the economic progress of our Nation. With the gradual passing of the public domain into private ownership much of our soil capital migrated to other places ....We have robbed the hillsides of their plant cover; we have overgrazed the range; we have wasted soil fertility by excessive leaching; we have made alkali flats out of some of our finest irrigated land. The organic matter which a long succession of centuries had stored in our surface soils has been destroyed, in large measure, by forest and prairie fires and by the intensified activities of soil bacteria and fungi. Silt and clay and dissolved salts, in vast volume, are constantly moving to lower altitudes and to the sea. This moving we have speeded up.

"We have used our land half-heartedly, indifferently, and inefficiently and to that extent we have wasted it. Land has been used for tilled crops where it should have been reserved for forest and range. Much of our potentially arable land was brought into production too soon and to that extent we have wasted it. Cut-over and range land of marginal quality, at best, were turned by the plow and exposed to the fury of wind and water. Straw and cornstalks in countless tons have been burned with almost childish joy. The manure of farm animals, a legitimate part of our soil capital, has been allowed to leach and to undergo destructive fermentation. Insects, fungi, and fires have seemingly done their utmost toward converting our forests into a desolate wilderness."41/

Of the 1,908,000,000 acres of land in the United States, something like 610,000,000 acres have been roughly classified as comprising

---

41/ Lipman, Dr. Jacob G., President Association of Land-Grant Colleges. Soil decadence taken from the Proc. of Second Dearborn Conference of Agriculture, Industry, and Science, Dearborn, Michigan. May 1936.

the bulk of our cropland.[42] It is estimated that about 50,000,000 acres of the latter have been essentially ruined by erosion for further general use agriculturally, with a second 50,000,000 acres damaged only to a slightly less degree. Approximately 100,000,000 acres still largely in cultivation have lost all or the greater part of the topsoil, making it 2 to 10 times less productive than was the virgin soil. In addition it has the disadvantage of being more difficult and expensive to plow and sheds rain water more rapidly to increase the volume of floods, the rate of erosion, the sedimentation of reservoirs, and the shoaling of stream channels.

"But serious as is the quantitative phase of soil decadence there is often no less serious condition of qualitative deterioration. So-called deficiency diseases of plants are rather common.[43] Insufficient amounts in the soil of magnesium, manganese, boron, zinc, copper, and other plant nutrients lead to stunted growth and other abnormalities. Not infrequently plant deficiencies give rise to animal deficiencies.... Abnormalities in growth and development may arise for lack of calcium, phosphorus, and iodine in the soil. Too large a proportion of undersized animals and humans may occur in some regions because of mineral deficiencies in their food or because of an inadequate supply of food...."

Approximately half of the better cropland of the Nation has been affected by erosion in degrees varying from the stage of just beginning to essential destruction.[44] Thousands and thousands of farmers have become subsoil farmers; in other words, they have become almost bankrupt farmers on bankrupt land. The virtual ruin of the soil is essentially of a permanent character, jeopardizing the well-being of generations to follow.

The foregoing indicates a great need for the universal adoption of both sound soil-conserving and soil-building practices. 4-H club members can play an important part in bringing about these desired changes on their home farm and in their local community. The importance of the erosion problem and the inescapable necessity for its solution should be impressed on their minds. These boys and girls should be taught how to care for their lands, how to restore fertility, and how to conserve that which they have. They need to know and understand the value of soil-building and soil-conserving practices, the crops that are best suited to the land, and the value of fertilizers that are available in this country and their use both for the land's sake and for the crop being produced. They should know the sources of plant foods which in turn become animal foods and which are absolutely essential to human life. 4-H club members can be taught how to check erosion, how to conserve the water supply, how to rebuild their soil, and how to make simple soil analyses that will give them a check on soil conditions from time to time and will help them in maintaining the soil in good condition.

---

[42] Bennett, H. H., Chief, Soil Conservation Service. How you can help, an address before the Young Men's Conference on "Behalf of a Continent". September 1936.

[43] Lipman, Dr. Jacob G., President Association of Land-Grant Colleges. Soil decadence taken from the Proceedings of the Second Dearborn Conference of Agriculture, Industry, and Science, Dearborn, Michigan. May 1936.

[44] Bennett, H. H., Chief, Soil Conservation Service. How you can help, an address before the Young Men's Conference on "Behalf of a Continent". September 1936.

There is a great need today for leaders who can bring to increased numbers of 4-H club members the realization that agricultural problems will have to be met with material plans, and who can give to these people the economic background on which national agricultural programs are based. Only then can they keenly appreciate the value of soil conservation, plant food, and flood control in a national program which is based on "soil-born economics" and which is essential to the welfare of the people.

Mrs. Ola Powell Malcolm of the Federal Extension Service says that 4-H club members who carry out the preceding program will be the potential agricultural leaders and statemen of the future who will be prepared to assume important responsibility for better land use on new agricultural frontiers.45/

The "Farm and Farm Home Demonstration" initiated this past year in the South is an example of a complete demonstration in which the entire family may plan, cooperate, and work together as a unit for the good of the family group. The plan combines the junior and the senior programs and provides a means for combining farm and home planning, budgeting, and record keeping. "It represents a technique to be used through demonstrations better to coordinate balanced farming for greatest net income with its distribution to cash and saving, to improved living, improved land and equipment. In this way it provides an approach to the problem of determing the income which a given farm is capable of producing and how best this income can be used for farm and home improvement and better family living."46/

In this program, specialists, district agents, county agricultural agents, home demonstration agents, and the demonstrators surveyed the needs of the farm and home, decided on the problems to be solved during each calendar year, cooperated in setting up a practical plan and budget for the farm and home, and will cooperate in carrying it to completion. 4-H club members have been given a definite part in the program by fitting their garden, food conservation, beef

---

45/ Malcolm, Mrs. Ola Powell, Field Agent, Southern Section, Federal Extension Service. Are 4-H club members prepared to assume responsibility on new agricultural frontiers for better land use and happier country homes? Radio talk, June 1937.

46/ Warburton, C. W., Director of Extension Service. Circular letter, Misc. 264. March 17, 1937.

production, conservation, etc., activities into the family plan. By carrying to completion their part of the large demonstration, they will make a very definite contribution to family living. This type of demonstration conducted by the family group will do much to strengthen family relationships and to improve living conditions.

This demonstration program should go far in influencing better land use and should result in higher standards for farm family living, and conservation of fertility in the soil that will build for prosperity in the future for the people who will live by the land and its use.

SUMMARY

American family life had its early roots in European culture patterns which were introduced and adapted to meet the conditions found in the new country. The type of family organization followed very closely the patriarchal pattern which had been prevalent since ancient times in Europe.

Life in early Colonial America was largely rural and the homes were small industrial, educational, and recreational centers in which every type of activity was carried on to make the home self-sustaining. The same types of homes, simpler in character, were established by the pioneers as they moved westward.

Industry was almost wholly organized around the family until after the middle of the eighteenth century, at which time the industrial revolution brought about decided changes in home production and in family life itself. Diversified production, which largely met family needs, was changed to specialized production under which system the family has been dependent upon its money income to purchase the majority of the products necessary for home consumption from outside sources. The depression of the last decade has emphasized the need for a partial return to diversified home production.

The goal of family life was for generations the achievement of income, which meant a continuous program of labor and relative self-denial for each member of the family. The struggle for more land and more goods took a heavy toll of human energy, and frequently resulted in warped and unbalanced development. Today new interests in better standards of living are developing and the family is recognized as an insituttion for individual development and the creation of happiness patterns. A first interest of today is "What is successful family life and how can we achieve it?"

The sum total of all the experiences and satisfactions enjoyed by the family group is the goal of family life employed in this study of contributions of 4-H club members to good family living. The fulfillment of human needs covers the whole range of human nature: the satisfying of hunger; the desire for social, cultural, and ethical contacts; the craving for family association; the demand for good health, for recreation, for personal progress; and all else that the physical, mental, and social qualities of man as a member of the family group deems desirable.

Factors important in good family living are:

1. Security.
2. Family and community relationships.
3. Responsibilities of family members to contribute to family life.
4. Personal traits of family members.
5. Influences of family life.

Through 4-H club work rural young people have been taught better methods in agriculture and home economics, and through their activities they have made a contribution to many phases of family living. Farm and home practices, improved through their efforts, have in many instances increased farm income, improved standards of living, and enhanced the satisfactions of farm life.

During the 3-year period of 1934-35-36, an average of 1,019,771 boys and girls were enrolled in 4-H club activities and were given technical instruction in farming and homemaking and an opportunity to develop standards, ideals, skill, and understanding through the conduct of farm and home enterprises.

4-H boys and girls have made economic, social, cultural, and ethical contributions to family living through additions to the food, shelter, and clothing supply of the family; through developing an appreciation of the finer things of life both for themselves and for their families; through cooperative effort; and through the development of social life for the family and the community group.

The contributions of 4-H club work to family living can be readily increased by greater stress on objectives and by a slight redirection of project activities in order to place more emphasis upon:

1. The study of family relations.
2. Social activities for the entire family.
3. Instruction in first aid and home care of the sick.
4. Soil conservation and soil-building practices.

The realization that 4-H club work can materially raise family living standards should again be brought to the attention of all those engaged in work with rural young people through means of:

1. Literature.
2. Annual and special extension conferences.
3. Local-leader meetings.
4. 4-H short courses.

There are 12,548,815 rural young people of 4-H club age (1930 Census), a third of whom will be, or have been, in club work for an average of 2 1/2 years. At the present time there are 1,145,508 boys and girls who are sharing family responsibilities through 4-H club activities, and if the enrollment continues at the same rate during the next 10 years 5,368,950 additional boys and girls may contribute to more successful family living through the 4-H club program.

BIBLIOGRAPHY

Atwater, H. W. Home economics - the art and science of homemaking. American Library Association, Chicago. 1929.

Bane, J. L. The betterment of living conditions in rural homes. Master's essay. University of Chicago. 1919.

Bennett, H. H., Chief, Soil Conservation Service. How you can help, an address before the young men's conference, "On Behalf of the Continent". September 1936.

Benson, O. H. Boys' and girls' club work in the Southern States. Proceedings of the 25th annual convention of the Association of American Agricultural Colleges and Experiment Stations. 1911.

Charters, W. W. The teaching of ideals. New York: The Macmillan Company. 1927.

Charters, W. W. The traits of homemakers. Journal of Home Economics, v. 18, p. 673-685. December 1926.

Delano, Jane A. American Red Cross textbook on home hygiene and care of the sick. Philadelphia: P. Blakiston's Son and Company. Ed. 3. 1925.

Dennis, Lemo T. Living together in the family. (A text on family relationships for young people of high school age.) American Home Economics Association. 1934.

Duthie, Eva M. 4-H club work in the life of rural youth. A thesis submitted at the University of Wisconsin and distributed by the National Committee on Boys' and Girls' Club Work. 1936.

Foster, Robert G. Types of farm families and effects of 4-H club work on family relations. (An unpublished manuscript, a copy of which is filed in the Cornell University library.) 1928.

Gilbreth, Mrs. Lillian Evelyn. Living with our children. New York: W. W. Norton and Co., Inc. 1928.

Goodsell, Willystine. A history of the family as a social and educational institution. New York: The Macmillan Company. 1915.

Groves, Ernest R. Social problems of the family. Philadelphia: J. B. Lippincott Co. 1927.

Hart, Hornell, and Hart, Ella B. Personality and the family. New York: D. C. Heath and Co. 1935.

Justin, Margaret M., and Rust, Lucile O. Problems in home living. Philadelphia: J. B. Lippincott Co. 1929.

Lindquist, Ruth. The family in the present social order. University of North Carolina Press. 1931.

Lipman, Dr. Jacob G., President, Association of Land-Grant Colleges. Soil decadence - taken from the Proceedings of the Second Dearborn Conference of Agriculture, Industry, and Science. Dearborn, Michigan. May 1936.

Martin, O. B. The demonstration work. Boston: The Stratford Co. 1921.

Noble, Guy L. History and development of the 4-H club movement with an outlook report on the future. A thesis submitted to the graduate faculty of Iowa State College. 1933.

Rich, Margaret E. Family life today. Boston: Houghton Mifflin Co. 1928.

Rockwood, Lemo Dennis. Teaching family relationships in high school. American Home Economics Association, Washington, D. C. 1935.

Rockwood, Lemo Dennis. Pictures of family life. American Home Economics Association, Washington, D. C. 1935.

Sanderson, Dwight. Trends in family life today. Journal of Home Economics, v. 24, p. 311-321. April 1932.

Shinn, E. H. Some objectives of 4-H club work and their relative values in the development of farm youth. (Unpublished manuscript.) 1937.

Smith, C. B. Boys' and girls' 4-H club work. U. S. Dept. Agr. Misc. Circ. 77. 1926. Revised November 1935.

Smith, C. B., and Wilson, M. C. The agricultural extension system of the United States. New York: John Wiley and Sons, Inc. 1930.

Stebbins, Mary E., and Chiles, Sara H. The health and first aid project. Missouri Extension Service 4-H Club Circular 15. Columbia, Missouri. Revised October 1932.

True, Alfred Charles. A history of agricultural extension work in the United States, 1785-1923. U. S. Govt. Printing Office, Misc. Pub. 15. 1928.

Warburton, C. W., and Smith, C. B. On the front lines with agriculture. A report of extension work in agriculture and home economics in 1934. U. S. Dept. Agr. Ext. Serv. January 1937.

Warren, Gertrude L. A great club year. National report 1935. U. S. Dept. Agr. Ext. Serv. Circ. 253. December 1936.

Warren, Gertrude L. Organization of 4-H club work with emphasis on the development of the "Heart H". U. S. Dept. Agr. Ext. Serv. Circ. 242. May 1936.

APPENDIX: 4-H CLUB STATISTICS FOR THE YEARS 1934, 1935, AND 1936

Table 8 - 4-H club enrollment

No.	Item	1934	1935	1936	Total	Average
9	Number of 4-H clubs	55,685	60,720	68,341	184,746	61,582
10	4-H club enrollment:					
	Boys	366,703	405,691	479,232	1,251,626	417,208.7
	Girls	549,359	592,053	666,276	1,807,688	602,562.7
	Total	916,062	997,744	1,145,508	3,059,314	1,019,771.3
11	4-H club members completing:					
	Boys	253,426	279,228	324,763	857,417	285,805.7
	Girls	398,375	426,506	474,736	1,299,617	433,205.7
	Total	651,801	705,734	799,499	2,157,034	719,011.3
12	Year in club work:					
	Boys: First	147,388	172,817	255,509	545,714	181,904.7
	Second	82,561	91,798	110,099	284,458	94,819.3
	Third	53,942	56,574	61,851	172,367	57,455.7
	Fourth	34,972	36,093	37,156	108,221	36,073.7
	Fifth	20,476	21,982	22,334	64,792	21,597.3
	Sixth and over	17,064	19,383	22,283	58,730	19,576.7
	Girls: First	232,584	252,275	311,386	796,245	265,415
	Second	127,845	139,467	156,583	423,895	141,298.3
	Third	80,753	83,575	90,343	254,671	84,890.3
	Fourth	48,226	50,424	52,806	151,456	50,485.3
	Fifth	26,318	27,590	29,640	83,548	27,849.3
	Sixth and over	19,783	23,092	25,518	68,393	22,797.7

Table 8 - 4-H club enrollment (continued)

No.	Item	1934	1935	1936	Total	Average
13	Enrollment according to age:					
	Boys: 10 and under	37,185	42,477	51,481	131,143	43,714.3
	11 years	41,522	46,380	57,247	145,149	48,383
	12 years	52,045	56,492	69,120	177,657	59,219
	13 years	52,350	58,021	69,891	180,262	60,087.3
	14 years	48,672	56,105	67,754	172,531	57,510.3
	15 years	40,197	45,317	55,864	141,387	47,129
	16 years	32,065	36,392	42,370	110,827	36,942.3
	17 years	22,627	25,174	29,054	76,855	25,618.3
	18 years	15,221	16,478	18,968	50,667	16,889
	19 years	9,210	9,681	10,590	29,481	9,827
	20 and over	5,648	5,942	6,893	18,483	6,161
	Girls: 10 and under	67,402	75,139	86,684	229,225	76,408.3
	11 years	71,735	79,071	92,265	243,071	81,023.7
	12 years	86,238	92,791	105,438	284,467	94,822.3
	13 years	83,011	89,699	99,963	272,673	90,891
	14 years	72,300	78,766	91,101	242,167	80,722.3
	15 years	55,633	61,215	71,554	188,402	62,800.7
	16 years	41,585	44,438	51,544	137,567	45,855.7
	17 years	26,834	28,931	31,681	87,446	29,148.7
	18 years	16,558	16,654	18,531	51,743	17,247.7
	19 years	9,811	9,546	10,122	29,479	9,826.3
	20 and over	6,213	6,695	7,393	20,301	6,767
14	Number of 4-H club members:					
	In school	795,085	865,066	1,074,470	2,734,621	911,540.3
	Out of school	60,238	65,468	71,038	196,744	65,581.3

Table 9 - Cereals

No.	Item	1934	1935	1936	Total	Average
	Boys					
55 and 56	Corn:					
	Club members enrolled	54,825	66,597	80,383	201,805	67,268.3
	Club members completing ..	35,275	43,703	51,570	130,548	43,516
	Wheat:					
	Club members enrolled	1,129	1,832	2,116	5,077	1,692.3
	Club members completing ..	727	1,224	1,536	3,487	1,162.3
	Oats:					
	Club members enrolled	852	995	1,317	3,164	1,054.7
	Club members completing ..	512	692	844	2,048	682.7
	Rye:					
	Club members enrolled	46	57	60	163	54.3
	Club members completing ..	32	33	55	120	40
	Barley:					
	Club members enrolled	328	350	525	1,203	401
	Club members completing ..	205	256	369	830	276.7
	All other:					
	Club members enrolled	2,221	3,092	3,902	9,215	3,071.7
	Club members completing ..	1,191	1,998	2,621	5,810	1,936.7
	Girls					
	Corn:					
	Club members enrolled	1,496	1,620	1,600	4,716	1,572
	Club members completing ..	1,086	1,087	1,156	3,329	1,109.7
	Wheat:					
	Club members enrolled	37	83	35	155	51.7
	Club members completing ..	10	18	30	58	19.3

Table 9 - Cereals (continued)

No.	Item	1934	1935	1936	Total	Average
	Girls (cont'd.)					
55 and 56	Oats:					
	Club members enrolled	20	20	11	51	17
	Club members completing ..	8	18	6	32	10.7
	Rye:					
	Club members enrolled	2	2	1	5	1.7
	Club members completing ..	-	2	-	2	0.7
	Barley:					
	Club members enrolled	8	14	21	43	14.3
	Club members completing ..	5	10	12	27	9
	All other:					
	Club members enrolled	203	400	128	731	243.7
	Club members completing ..	132	310	90	532	177.3
57	Number of acres involved:					
	Corn	64,234	77,173	87,963	229,370	76,456.7
	Wheat	8,929	10,324	13,602	32,855	10,951.7
	Oats	2,276	2,626	4,044	8,946	2,982
	Rye	66	82	127	275	91.7
	Barley	590.50	782	1,122	2,394.5	331.5
	All other	2,905.87	5,777	9,380	18,062.8	6,020.9
58	Yields of members completing:					
	Corn (bu.)	1,617,214	2,175,098	2,207,223	5,999,535	1,999,845
	Wheat (bu.)	56,428	96,771	133,265	286,464	95,488
	Oats (bu.)	41,877	61,712	71,336	174,925	58,308.3
	Rye (bu.)	638	486	1,248	2,372	790.7
	Barley (bu.)	9,683	17,184	38,803	65,670	21,890
	All other (bu.)	35,538	179,469	72,636	287,643	95,881

Table 10 - Legumes and forage crops

No.	Item	1934	1935	1936	Total	Average
79 and 80	Boys					
	Alfalfa:					
	Club members enrolled	360	418	450	1,228	409.3
	Club members completing ..	263	313	355	931	310.3
	Sweetclover:					
	Club members enrolled	13	30	88	131	43.7
	Club members completing ..	7	23	55	85	28.3
	Clover (Red, etc.):					
	Club members enrolled	51	186	386	623	207.7
	Club members completing ..	50	42	241	333	111
	Vetch:					
	Club members enrolled	1,788	519	387	2,694	898
	Club members completing ..	1,363	307	271	1,941	647
	Lespedeza:					
	Club members enrolled	291	743	304	1,338	446
	Club members completing ..	219	529	203	951	317
	Pastures:					
	Club members enrolled	352	769	452	1,573	524.3
	Club members completing ..	202	511	252	965	321.7
	Soybeans:					
	Club members enrolled	1,474	1,886	2,619	5,979	1,993
	Club members completing ..	846	1,240	1,712	3,798	1,266
	Cowpeas and field peas:					
	Club members enrolled	1,161	1,568	1,936	4,665	1,555
	Club members completing ..	830	1,146	1,415	3,391	1,130.3
	Velvetbeans:					
	Club members enrolled	288	266	444	998	332.7
	Club members completing ..	182	214	397	793	264.3

Table 10 - Legumes and forage crops (continued)

No.	Item	1934	1935	1936	Total	Average
	Boys (cont'd.)					
	Field beans:					
	Club members enrolled	583	842	739	2,164	721.3
	Club members completing ..	503	673	616	1,792	597.3
	Peanuts:					
	Club members enrolled	7,608	10,377	12,651	30,636	10,212
	Club members completing ..	4,346	5,603	7,242	17,191	5,730.3
	All other:					
	Club members enrolled	1,290	1,388	1,219	3,897	1,299
	Club members completing ..	786	937	773	2,496	832
	Girls					
	Alfalfa:					
	Club members enrolled	1	1	12	14	4.7
	Club members completing ..	-	-	5	5	1.7
	Sweetclover:					
	Club members enrolled	-	2	13	15	5
	Club members completing ..	-	2	13	15	5
	Clover (Red, etc.):					
	Club members enrolled	-	4	166	170	56.7
	Club members completing ..	-	3	123	126	42
	Vetch:					
	Club members enrolled	34	7	-	41	13.7
	Club members completing ..	32	6	1	39	13
	Lespedeza:					
	Club members enrolled	40	4	1	45	15
	Club members completing ..	33	1	1	35	11.7

Table 10 - Legumes and forage crops (continued)

No.	Item	1934	1935	1936	Total	Average
	Girls (cont'd.)					
	Pastures:					
	Club members enrolled	14	3	9	26	8.7
	Club members completing ..	14	3	6	23	7.7
	Soybeans:					
	Club members enrolled	33	37	40	110	36.7
	Club members completing ..	31	30	27	88	29.3
	Cowpeas and field peas:					
	Club members enrolled	186	80	87	353	117.7
	Club members completing ..	169	69	57	295	98.3
	Velvetbeans:					
	Club members enrolled	21	13	35	69	23
	Club members completing ..	14	12	34	60	20
	Field beans:					
	Club members enrolled	66	139	77	282	94
	Club members completing ..	64	118	65	247	82.3
	Peanuts:					
	Club members enrolled	686	673	550	1,909	636.3
	Club members completing ..	515	511	338	1,364	454.7
	All other:					
	Club members enrolled	103	57	65	225	75.0
	Club members completing ..	102	41	51	194	64.7
81	Acres involved:					
	Alfalfa	609.64	874	730	2,213.64	737.8
	Sweetclover	13.00	42	60	115	38.3
	Clover (red, etc.)	67.00	51	80	198	66

Table 10 - Legumes and forage crops (continued)

No.	Item	1934	1935	1936	Total	Average
	Vetch	454.00	638	283	1,375	458.3
	Lespedeza	380.75	988	370	1,738.75	579.5
	Pastures	507.50	3,396	1,056	4,959.50	1,653
	Soybeans	2,390.70	1,752	2,493	6,635.70	2,211.9
	Cowpeas and field peas	1,151.00	1,270	1,920	4,341	1,447
	Velvetbeans	217.00	272	464	953	317.7
	Field beans	1,213.00	820	668	2,701	900.3
	Peanuts	3,315.00	4,528	6,725	14,568	4,856
	All other	1,705.00	1,105	1,186	3,996	1,332
82	Total yields:					
	Alfalfa:					
	Seed (bu.)	150	524	329	1,003	334.3
	Forage (tons)	1,129	1,626	900	3,655	1,218.3
	Sweetclover:					
	Seed (bu.)	-	-	-	-	-
	Forage (tons)	12	43	31	86	28.6
	Clover (Red, etc.):					
	Seed (bu.)	8	12	115	135	45
	Forage (tons)	21	28	11	60	20
	Vetch:					
	Seed (bu.)	134	12,253	1,053	13,440	4,480
	Forage (tons)	574	160	65	799	266.3
	Lespedeza:					
	Seed (bu.)	518	426	235	1,179	393
	Forage (tons)	150	494	250	894	298
	Soybeans:					
	Seed (bu.)	9,875	16,569	22,836	49,280	16,426.7
	Forage (tons)	1,135	11,590	1,800	14,525	4,841.7

Table 10 - Legumes and forage crops (continued)

No.	Item	1934	1935	1936	Total	Average
	Cowpeas and field peas:					
	Seed (bu.)	6,981	7,327	7,501	21,809	7,269.7
	Forage (tons)	374	668	888	1,930	643.3
	Velvetbeans:					
	Seed (bu.)	1,533	2,052	1,865	5,450	1,816.7
	Forage (tons)	140	211	442	793	264.3
	Field beans:					
	Seed (bu.)	4,184	9,718	35,228	49,130	16,376.7
	Forage (tons)	-	78	101	179	59.7
	Peanuts:					
	Seed (lb.)	1,854,678	2,031,297	2,880,496	6,766,471	2,255,490.3
	Forage (tons)	-	5,740	4,808	10,548	3,516
	All other:					
	Seed (bu.)	3,612	7,340	8,015	18,967	6,322.3
	Forage (tons)	1,019	3,736	1,884.5	6,639.5	2,213.2

Table 11 - Potatoes, cotton, tobacco, and other special crops

No.	Item	1934	1935	1936	Total	Average
103 and 104	Boys					
	Irish potatoes:					
	Club members enrolled	23,210	23,353	21,667	68,230	22,743.3
	Club members completing ..	16,933	17,069	15,532	49,534	16,511.3
	Sweetpotatoes:					
	Club members enrolled	6,486	7,166	8,362	22,014	7,338
	Club members completing ..	4,077	4,624	4,876	13,577	4,525.7
	Cotton:					
	Club members enrolled	21,426	23,171	28,176	72,773	24,257.7
	Club members completing ..	12,876	12,831	17,159	42,866	14,288.7
	Tobacco:					
	Club members enrolled	5,072	5,496	7,463	18,031	6,010.3
	Club members completing ..	3,730	3,955	5,351	13,036	4,345.3
	All other:					
	Club members enrolled	1,682	2,356	2,068	6,106	2,035.3
	Club members completing ..	1,037	1,446	1,022	3,505	1,168.3
	Girls					
	Irish potatoes:					
	Club members enrolled	2,276	3,106	2,825	8,207	2,735.7
	Club members completing ..	1,660	1,961	1,930	5,551	1,850.3
	Sweetpotatoes:					
	Club members enrolled	652	848	779	2,279	759.7
	Club members completing ..	500	633	635	1,768	589.3
	Cotton:					
	Club members enrolled	534	445	419	1,398	466
	Club members completing ..	321	315	222	858	286

Table 11 - Potatoes, cotton, tobacco, and other special crops (continued)

No.	Item	1934	1935	1936	Total	Average
	Tobacco:					
	Club members enrolled	565	512	461	1,538	512.6
	Club members completing ..	415	370	325	1,110	370
	All other:					
	Club members enrolled	142	620	117	879	293
	Club members completing ..	82	381	69	532	177.3
105	Acres involved in completions					
	Irish potatoes	12,255.00	8,896	7,846	28,997	9,665.6
	Sweetpotatoes	2,500.75	3,340	2,917	8,757.75	2,919.2
	Cotton	18,256.67	16,582	26,157	60,995.67	20,331.9
	Tobacco	22,894.80	2,751	4,202	9,847.80	3,282.6
	All other	1,643.00	1,504	1,136	4,283	1,427.7
106	Total yield:					
	Irish potatoes	949,633	844,206	718,914	2,512,753	837,584.3
	Sweetpotatoes	373,306	408,554	290,862	1,072,722	357,574
	Cotton	10,434,945	11,281,479	18,638,168	40,354,592	13,451,530.7
	Tobacco	1,777,898	1,750,290	3,146,773	6,674,961	2,224,987
	All other	-	316,081	368,180	684,261	342,130.5

Table 12 - Fruits, vegetables, and beautification of home grounds

No.	Item	1934	1935	1936	Total	Average
127 and 128	Boys					
	Home gardens:					
	Club members enrolled	46,666	52,140	52,276	151,082	50,360.7
	Club members completing ..	32,975	36,571	36,335	105,881	35,293.7
	Market gardens, truck and canning crops:					
	Club members enrolled	3,902	6,071	6,133	16,106	5,368.7
	Club members completing ..	2,559	3,654	3,878	10,091	3,363.7
	Beautification of home grounds:					
	Club members enrolled	4,341	5,751	6,010	16,102	5,367.3
	Club members completing ..	2,662	3,713	4,077	10,452	3,484
	Tree fruits:					
	Club members enrolled	1,183	1,535	1,400	4,118	1,372
	Club members completing ..	670	790	903	2,363	787.7
	Bush and small fruits:					
	Club members enrolled	1,758	2,138	2,021	5,917	1,972.3
	Club members completing ..	1,315	1,456	1,366	4,137	1,379
	Grapes:					
	Club members enrolled	244	563	384	1,191	397
	Club members completing ..	197	325	256	778	259.3
	Girls					
	Home gardens:					
	Club members enrolled	127,367	144,817	153,752	425,936	141,978.7
	Club members completing ..	76,501	85,934	95,490	257,925	85,975

Table 12 - Fruits, vegetables, and beautification of home grounds (continued)

No.	Item	1934	1935	1936	Total	Average
	Market gardens, truck and canning crops:					
	Club members enrolled	10,440	9,906	6,742	27,088	9,029.3
	Club members completing ..	7,139	5,774	4,332	17,245	5,748.3
	Beautification of home grounds:					
	Club members enrolled	57,388	67,757	76,668	202,313	67,437.7
	Club members completing ..	34,390	41,798	50,023	126,211	42,070.3
	Tree fruits:					
	Club members enrolled	5,645	6,186	7,197	19,028	6,342.7
	Club members completing ..	2,952	3,333	3,577	9,862	3,287.3
	Bush and small fruits:					
	Club members enrolled	5,052	5,228	6,493	16,773	5,591
	Club members completing ..	3,181	2,926	3,494	9,601	3,200.3
	Grapes:					
	Club members enrolled	1,467	2,918	2,806	7,191	2,397
	Club members completing ..	823	1,400	1,886	4,109	1,369.7
129	Number of acres involved:					
	Home gardens	20,676	27,666	26,687	75,029	25,009.7
	Market gardens	3,189.54	4,758	3,462	11,409.54	3,803.2
	Tree fruits	1,302.54	1,450	2,585	5,337.54	1,779.2
	Bush and small fruits	1,460	957	581	2,998	999.3
	Grapes	378.87	492	857	1,727.87	575.9

Table 12 - Fruits, vegetables, and beautification of home grounds (continued)

No.	Item	1934	1935	1936	Total	Average
130	Total yields: (bu.)					
	Home gardens	432,248	815,548	685,276	1,933,072	644,357.3
	Market gardens	230,383	122,254	288,239	640,876	213,625.3
	Tree fruits	62,608	51,942	28,176	142,726	47,575.3
	Bush and small fruits	16,319	32,012	20,203	68,534	22,844.7
	Grapes	1,123	2,979	5,094	9,196	3,065.3

Table 13 - Poultry and Bees

No.	Item	1934	1935	1936	Total	Average
	Poultry					
196	Club members enrolled:					
	Boys	46,884	51,376	64,849	163,109	54,369.7
	Girls	52,347	53,508	63,695	169,550	56,516.7
197	Club members completing:					
	Boys	30,505	33,693	41,189	105,387	35,129
	Girls	34,020	33,981	42,390	110,391	36,797
198	No. of units in completions (chickens)	2,245,726	2,626,393	3,190,904	8,063,023	2,687,674.3
196	Bees					
	Club members enrolled:					
	Boys	1,309	1,392	1,425	4,126	1,375.3
	Girls	313	204	162	679	226.3

Table 13 - Poultry and Bees (continued)

No.	Item	1934	1935	1936	Total	Average
	Club members completing:					
	Boys	829	938	1,044	2,811	937
	Girls	160	133	113	406	135.3
198	Number of units in completions (Colonies)	4,169	3,064	4,475	11,708	3,902.7

Table 14 - Forestry

No.	Item	1934	1935	1936	Total	Average
153	Club members enrolled:					
	Boys	10,209	11,212	12,649	34,070	11,356.7
	Girls	3,220	3,618	4,074	10,912	3,637.3
154	Club members completing:					
	Boys	7,712	8,570	8,663	24,945	8,315
	Girls	2,628	2,996	3,057	8,681	2,893.7
155	Units handled by 4-H members completing:					
	Transplant beds cared for	442	928	1,130	2,500	833.3
	Acres planted to forest trees	5,225.50	2,817	4,128	12,170.5	4,056.8
	Acres thinned, wooded, pruned, and managed	3,916.70	3,956	3,243	11,115.7	3,705.2
	Acres of farm woodland protected from fire	38,544	11,494	32,358	82,396	27,465.3

Table 15 - Agricultural engineering

No.	Item	1934	1935	1936	Total	Average
153	Club members enrolled:					
	Boys	8,506	11,547	12,245	32,298	10,766
	Girls	1,860	2,362	3,266	7,488	2,496
154	Club members completing:					
	Boys	4,779	7,033	7,969	19,781	6,593.7
	Girls	1,080	1,697	2,602	5,379	1,793
155	Units handled by 4-H members completing:					
	Acres terraced	40,718	37,821	59,419	137,958	45,986
	Machines or equipment repaired	1,335	1,128	3,267	5,730	1,910
	Articles made	12,849	15,528	19,937	48,314	16,104.7
	Equipment installed	386	540	366	1,292	430.7

Table 16 - Dairy cattle, beef cattle, sheep, swine, and horses

No.	Item	1934	1935	1936	Total	Average
226 and 227	Boys					
	Dairy cattle:					
	Club members enrolled	38,685	39,487	42,899	121,071	40,357
	Club members completing ..	28,838	29,012	31,749	89,599	29,866.3
	Beef cattle:					
	Club members enrolled	17,925	20,000	30,476	68,401	22,800.3
	Club members completing ..	13,395	14,520	22,362	50,277	16,759
	Sheep:					
	Club members enrolled	13,421	15,582	17,288	46,291	15,430.3
	Club members completing ..	10,118	11,897	13,089	35,104	11,701.3

Table 16 - Dairy cattle, beef cattle, sheep, swine, and horses (continued)

No.	Item	1934	1935	1936	Total	Average
	Swine:					
	Club members enrolled	55,435	56,667	83,596	195,698	65,232.7
	Club members completing ..	35,551	35,008	51,385	121,944	40,648
	Horses and mules:					
	Club members enrolled	3,381	5,212	7,252	15,845	5,281.7
	Club members completing ..	2,541	3,806	5,441	11,788	3,929.3
	Other livestock:					
	Club members enrolled	3,325	3,655	3,360	10,340	3,446.7
	Club members completing ..	2,091	2,487	2,463	7,041	2,347
	Girls					
	Dairy cattle:					
	Club members enrolled	6,725	7,532	7,415	21,672	7,224
	Club members completing ..	5,085	5,344	5,339	15,768	5,256
	Beef cattle:					
	Club members enrolled	2,465	2,473	3,363	8,301	2,767
	Club members completing ..	1,902	1,963	2,675	6,540	2,180
	Sheep:					
	Club members enrolled	2,240	2,419	2,694	7,353	2,451
	Club members completing ..	1,749	1,953	2,182	5,884	1,961.3
	Swine:					
	Club members enrolled	3,821	4,213	3,509	11,543	3,847.7
	Club members completing ..	2,648	2,426	2,586	7,660	2,553.3
	Horses and mules:					
	Club members enrolled	253	403	469	1,125	375
	Club members completing ..	202	304	359	875	291.7
	Other livestock:					
	Club members enrolled	348	737	325	1,410	470
	Club members completing ..	228	507	236	971	323.7

Table 16 - Dairy cattle, beef cattle, sheep, swine, and horses (continued)

No.	Item	1934	1935	1936	Total	Average
228	Number of animals in projects completed:					
	Dairy cattle	40,424	43,231	46,379	130,034	43,344.7
	Beef cattle	20,477	21,253	31,684	73,414	24,471.3
	Sheep	33,045	38,567	52,530	124,142	41,380.7
	Swine	82,247	81,870	112,718	276,835	92,278.3
	Horses and mules	2,487	3,861	5,701	12,049	4,016.3
	Other livestock	26,291	16,303	14,752	57,346	19,115.3

Table 17 - Agricultural Economics

No.	Item	1934	1935	1936	Total	Average
256	Farm records (inventories, accounts, etc.)					
	Members enrolled:					
	Boys	9,534	5,532	6,602	21,668	7,222.7
	Girls	5,187	1,795	1,781	8,763	2,921
257	Members completing:					
	Boys	6,203	3,271	3,738	13,212	4,404
	Girls	3,945	1,134	1,217	6,296	2,098.7
	Individual farm planning					
256	Members enrolled:					
	Boys	1,525	377	446	2,348	782.7
	Girls	610	57	136	803	267.7
257	Members completing:					
	Boys	738	204	291	1,233	411
	Girls	527	33	105	665	221.7

Table 18 - Foods and nutrition

No.	Item	1934	1935	1936	Total	Average
296 and 297	**Boys**					
	Food selection and preparation:					
	Club members enrolled	6,970	6,608	5,687	19,265	6,421.7
	Club members completing ..	4,427	4,304	4,397	13,128	4,376
	Food preservation:					
	Club members enrolled	2,144	2,331	794	5,269	1,756
	Club members completing ..	892	1,134	512	2,538	846
	Girls					
	Food selection and preparation:					
	Club members enrolled	192,381	203,979	251,121	647,481	215,827
	Club members completing ..	133,000	146,936	169,370	449,306	149,768.7
	Food preservation:					
	Club members enrolled	165,582	188,453	210,434	564,469	188,156.3
	Club members completing ..	108,250	122,029	125,761	356,040	118,680
298	Number of units in projects by club members completing:					
	Dishes of food products prepared	3,117,479	4,095,995	4,592,615	11,806,089	3,935,363
	Meals planned and served .	1,660,603	1,758,744	2,151,200	5,570,547	1,856,849
	Quarts canned	6,131,838	6,255,603	5,925,625	18,313,066	6,104,355.3
	Other containers of jelly, jam, and other products.	1,121,577	1,220,069	1,482,400	3,824,046	1,274,682
	Pounds of vegetables and fruits stored or dried .	2,960,243	2,548,559	1,975,007	7,483,809	2,494,603

Table 19 - Child development and parent education

No.	Item	1934	1935	1936	Total	Average
326	Club members enrolled:					
	Boys	534	391	228	1,151	383.7
	Girls	2,776	2,950	4,422	10,148	3,382.7
327	Club members completing:					
	Boys	378	165	147	690	230
	Girls	2,249	2,338	3,232	7,819	2,606.3
328	Club members not in special child development projects who participated in definite child development work	8,396	11,661	14,597	34,654	11,551.3

Table 20 - Clothing

No.	Item	1934	1935	1936	Total	Average
348	Club members enrolled:					
	Boys	1,382	1,685	1,648	4,715	1,571.7
	Girls	329,590	358,915	397,001	1,085,506	361,835.3
349	Club members completing:					
	Boys	1,049	858	1,165	3,072	1,024
	Girls	235,978	248,385	282,006	766,369	255,456.3

Table 20 - Clothing (continued)

No.	Item	1934	1935	1936	Total	Average
350	Articles made by members completing:					
	Dresses	267,505	283,149	308,454	859,108	286,369.3
	Other	795,128	1,037,117	991,602	2,823,847	941,282.3
351	Individuals following recommendations in construction .	211,047	229,155	254,602	694,804	231,601.3
352	Individuals following recommendations in selection of clothing	149,248	169,264	189,907	508,419	169,473
353	Individuals keeping clothing accounts	47,902	54,585	62,162	164,649	54,883.0
354	Individuals budgeting clothing expenditures	21,741	24,728	27,548	74,017	24,672.3
356	Individuals improving children's clothing	29,471	28,986	27,471	85,928	28,642.7
357	Individuals improving care, renovation and remodeling of clothing	66,984	69,485	74,199	210,668	70,222.7
359	Total estimated savings due to clothing program	$502,849	$521,270	$596,117	$1,620,236	$540,078.70

Table 21 - Home health and sanitation

No.	Item	1934	1935	1936	Total	Average
415	Number club members enrolled:					
	Boys	28,720	27,143	34,323	90,186	30,062
	Girls	109,297	114,867	143,934	368,098	122,699.3
416	Number club members completing:					
	Boys	18,659	19,474	21,485	59,618	19,872.7
	Girls	71,092	75,453	92,567	239,112	79,704
417	Number members not in special health projects who participated in definite health improvement work:					
	Boys	24,970	30,404	34,263	89,637	29,879
	Girls	83,717	104,478	116,592	304,787	101,595.7
	Total	108,687	134,882	150,855	394,424	131,474.7
418	Number members having health examination or participating in health contest	69,549	85,971	105,436	260,956	86,985.3

Table 22 - Home management

No.	Item	1934	1935	1936	Total	Average
373a	Club members enrolled:					
	Boys	918	777	480	2,175	725
	Girls	26,630	33,437	37,510	97,577	32,525.7
374a	Club members completing:					
	Boys	610	506	311	1,427	475.7
	Girls	15,041	20,669	23,615	59,325	19,775
375	Number of units in projects conducted by 4-H members completing	24,070	53,299	62,437	139,806	46,602
383	4-H club members keeping personal accounts	17,025	24,813	28,236	70,074	23,358

Table 23 - House furnishings

No.	Item	1934	1935	1936	Total	Average
373b	4-H club members enrolled:					
	Boys	1,781	1,245	816	3,842	1,280.7
	Girls	84,426	96,395	116,338	297,159	99,053
374b	4-H club members completing:					
	Boys	1,176	708	548	2,432	810.7
	Girls	54,761	58,904	75,945	189,610	63,203.3
375b	Number of units in projects conducted by 4-H members completing:					
	Rooms	38,466	39,584	48,093	126,143	42,047.7
	Articles	152,657	209,570	216,983	579,210	193,070

Table 24 - Handicraft

No.	Item	1934	1935	1936	Total	Average
373c	Number of members enrolled:					
	Boys	14,366	14,811	17,314	46,491	15,497
	Girls	24,321	29,585	32,253	86,159	28,719.7
374c	Number of members completing:					
	Boys	10,526	11,799	13,592	35,917	11,972.3
	Girls	16,514	19,838	23,585	59,937	19,979
375c	Number units in projects conducted by 4-H club members completing - (articles) ..	94,845	101,478	124,420	320,743	106,914.3

Extension Service Circular 284 June 1938

Contributions of 4-H Club Work to Good Family Living With Suggestions for Increasing These Contributions

Ruth Durrenberger

1938
EXPERIMENT STATION FILE

Extension Studies and Teaching Section

UNITED STATES DEPARTMENT OF AGRICULTURE
Extension Service..........................C. W. WARBURTON *Director*
REUBEN BRIGHAM *Assistant Director*
Division of Cooperative Extension................. C. B. SMITH *Chief*
Washington, D. C.